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H.R.H. THE DUKE OF EDINBURGH
PUBLISHERS OF RECORDED LANGUAGE COURSES
LINGUAPHONE INSTITUTE LTD LONDON

LINGUAPHONE

한국말

Handbook

Instructions
Explanatory Notes
Vocabularies

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Linguaphone House
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London W6 9AR

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This impression 1988

LSN GKOENH10

Printed and bound in Great Britain by
Biddles Ltd, Guildford and King's Lynn

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Contents

Introduction

vii

Level 1

Lesson 1	1
Lesson 2	9
Lesson 3	12
Lesson 4	17
Lesson 5	20
Lesson 6	24
Lesson 7	28
Lesson 8	32
Lesson 9	37
Lesson 10	41
Level one Test	45

Level 2

Lesson 11	47
Lesson 12	50
Lesson 13	56
Lesson 14	62
Lesson 15	65
Lesson 16	68
Lesson 17	73
Lesson 18	77
Lesson 19	83
Lesson 20	87
Level two Test	89

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Susan Griggs Agency Ltd. (page 61, fruit shop; page 114, at table; page 115, restaurant; page 188, underground; page 189, bus)

Introduction

About this course

The Linguaphone Korean course has been carefully researched, designed and produced to satisfy the needs of complete beginners, and of those who already know a little of the language and wish to carry on with or brush up and improve on what they learned some time ago. The emphasis throughout is on using Korean for practical, day-to-day purposes; the course therefore steadily develops the learner's competence principally in listening, understanding and speaking. There is also ample guidance for those wishing to learn how to read and write the Korean script.

All that you need for efficient and enjoyable learning is provided within the course. Some of its key features are as follows:

- * you hear and use natural, everyday language right from the start
- * you learn to understand typical Korean conversation
- * varied activities help you speak fluently and with good pronunciation
- * notes and exercises help you grasp the language basics
- * clear instructions and constant advice keep you learning.

Before you begin

Step-by-step instructions are provided from lesson one onwards — but take the time to read through the sections which follow, describing the course and providing general advice on how to get the best results from it.

Course structure

There are forty lessons in the course, divided into four levels of ten lessons each. The last lesson in each level is followed by a progress test.

The material you need is provided:

- * in this handbook
- * on 4 audio cassettes
- * in the textbook (**Han'gungmal**)
- * in the alphabet book

Level 3

Lesson 21	91
Lesson 22	95
Lesson 23	100
Lesson 24	104
Lesson 25	108
Lesson 26	111
Lesson 27	115
Lesson 28	120
Lesson 29	124
Lesson 30	128
Level three Test	130

Level 4

Lesson 31	132
Lesson 32	138
Lesson 33	143
Lesson 34	147
Lesson 35	151
Lesson 36	155
Lesson 37	159
Lesson 38	164
Lesson 39	167
Lesson 40	171
Level four Test	175

Grammatical Terms	179
-------------------	-----

Appendix: Korean Grammar	185
--------------------------	-----

Han'gŭl Wordlist	211
------------------	-----

Romanized Wordlist	221
--------------------	-----

The **handbook** guides you through the course, and provides all the support necessary for your study. It contains, for each lesson:

- instructions for each activity and exercise
- translations of the dialogues
- notes on the grammar and cultural background
- lists of new words with English equivalents

In addition the handbook provides, for reference:

- a glossary of grammatical terms
- a grammar appendix
- complete alphabetical wordlists

The **cassettes**, each of the four corresponding to a level of the course, are presented entirely in Korean. The recorded material for each lesson consists of:

- a dialogue
- recorded exercises

There is also a reference section presenting the sounds of Korean (**Han'gungmar-ŭi moŭm-gwa chaŭm**). This is placed at the beginning of side A of cassette two, so that it can easily be used during your study of the first level.

The **textbook** contains the Korean texts for each lesson, both in romanized form and in Korean script. These are:

- the recorded dialogue
- the recorded exercises
- the written exercises

It also contains:

- the text of the recorded sounds of Korean
- a key to the exercises (**Haedap**)

The **alphabet book** provides a step-by-step introduction to reading and writing Korean script; it tells you how to tackle the script in your textbook and how to use a Korean dictionary.

Because the textbook gives the complete text — including headings, instructions and key — in both script and romanization, and the handbook vocabularies also appear in both forms, it is possible to start learning Korean without first mastering the script.

How to study

The great advantage of an independent study course is that you can work at your own pace, in your own time and in your own way. Our basic guidelines below will, however, help you to make a good start and enable you to achieve practical and satisfying results.

- 1 **Make sure you know your way round the course.** Browse through the components and check where everything is, as described in the preceding section.
- 2 **Familiarize yourself with your cassette player.** Listening is a key activity and you will need to play the same passages several times. This will require you to use the pause, stop and rewind controls, and a little practice will soon enable you to do this efficiently. The tape counter, if you have one, may be helpful in finding your place.
- 3 **Find somewhere comfortable and convenient to do your studying** — a place where you can settle down to read, write, listen and speak, following the instructions provided. As a supplementary activity — for revision or consolidation — you may on occasion want just to read, or just to listen to the cassettes; this can be fitted in whenever and wherever it suits you.
- 4 **Plan your time: try to set aside an hour or half an hour at regular intervals.** Choose times when you are reasonably relaxed, but alert, and try to discover your own best study rhythms. It is not necessary to complete a whole lesson in one session. You will make the best progress if you keep constantly in touch with the language so, if you can't manage a full session, try at least to spend a few minutes listening to or reading the language.
- 5 **Follow the instructions closely.** This means being an active, positive learner, listening a great deal with the cassettes playing at a good volume, and speaking aloud. When you're taking part in a dialogue or exercise, play the role wholeheartedly. You will soon overcome any initial strangeness about this, and begin to find the sounds and rhythm of the language — as well as the expressions themselves — falling naturally into place.

Symbols used in the course

Symbols are used in this handbook, and also the textbook, to guide your use of recorded and print materials.

- indicates that you will need the recording
- indicates written work; you will need the textbook
- * in the handbook explanations indicates the first appearance of a grammatical term explained in the glossary
- (5) and other numbers which appear in brackets in the handbook notes indicate the line of the dialogue where you will find the words and expressions referred to
- [] Square brackets are used in the handbook to indicate literal translations.

The following abbreviations are used in the complete wordlists at the end of the handbook:

- A appendix
- S sounds of Korean
- T test

1 Lesson one

In lesson one (**che-il-gwa**) you will be learning and practising how to greet and say goodbye to people. In addition, you will learn how to say 'yes' and 'no' and how to ask and answer questions about where people are going. It is important to realize at the outset that there are various different 'styles' of speech used in Korean according to whether you want to be very polite, informally polite and so on. Luckily, there is one style of speech that is appropriate in a wide variety of situations, and it is this that you will meet in the course of the first lesson.

Everything on the tape is, of course, spoken in Korean, including the lesson numbers and exercise instructions, which you can follow in the textbook and find translated in this handbook. So, when you start the first cassette, you will hear the lesson number and the title **insa** (greetings) followed by **taehwa** (dialogue); then the dialogue begins.

● Dialogue

In this first dialogue, Mr Kim meets his friend Mr Yi in the street. They exchange greetings and Mr Kim asks Mr Yi where he is going.

First of all, listen to the dialogue without looking at your textbook. Just concentrate on the sounds and rhythms of the language; listen in this way two or three times. Then open your textbook at the appropriate place and play the dialogue again, this time following the **han'gŭl** or the transcription. Use the help we provide in this handbook (translation, wordlist, language notes and culture notes) to understand the dialogue. You will find a wordlist at the end of each lesson. Now you are ready to try to speak along with the characters as you play the dialogue through again.

Translation

Greetings

- Kim How are you?
 Yi How are you?
 Kim Are you going somewhere?
 Yi Yes, I'm going home.
 Kim Goodbye.
 Yi Goodbye.

Language notes

1 Annyŏng-haseyo? (1) [Are you living in peace?]

This is a greeting that may be used at any time of the day. It is used in fairly informal circumstances when addressing a social equal.

2 Ŏdi kaseyo? (3) Are you going somewhere? [Where are you going?]

This question can be used as a greeting, expecting an indefinite answer. Here, however, Mr Kim is actually asking for information, and receives a specific answer.

3 chib-e kayo (4) I'm going home

The particle * -e is attached to nouns* and has a wide range of meanings. In this case, it means *to (a place)* and is attached to **chip** (house or home), which has changed its final letter from **p** to **b**, according to the rules outlined in the sounds recording and the alphabet book. The -e particle is often dropped after **ŏdi** in conversation. For example, Mr Kim says **ŏdi kaseyo?** — which you might have expected to be **ŏdi-e kaseyo?**

4 Style of speech

You have probably noticed that the verbs* in the dialogue all end in **-yo**. This ending characterizes the 'polite-informal' style of speech. This style is appropriate for situations when, as its name suggests, you wish to be polite yet informal, and are talking to people who are older than you or of equal or higher status (see culture note 3). Grammar note 2 looks more closely at the **-yo** form of verbs.

5 kaseyo (3) kayo (4)

These both come from the same verb: **kada** (go). However, **kaseyo** (like **haseyo** in line 1) contains the infix* **-si-** between the stem and ending. You will find this explained in detail in grammar note 4. This is used to make a verb 'honorific', in other words to show respect for the person whom you are addressing or about whom you are talking. Note that you must not use an honorific form when talking about yourself — hence Mr Yi's reply: **chib-e kayo**.

6 Annyŏng-hi kaseyo. (5) [Go in peace.]

Annyŏng-hi kyeseyo. (6) [Stay in peace.]

When saying goodbye to someone in Korean, you use the phrase **Annyŏng-hi kaseyo** if the person whom you are addressing is leaving (or

you are both leaving). The phrase **Annyŏng-hi kyeseyo** is used if you are leaving and the person to whom you are speaking is staying — for example, when you leave a shop or restaurant.

Culture notes

1 Korean surnames

There are relatively few common surnames in Korean, the most common being **Kim**, **Pak** and **Yi**. Watch out for variations in spelling when these are romanized: for example, **Yi** can become Lee or Rhee (**Yi** is the most common romanization and is used here rather than **I**, which is what you might expect to see in the romanization used in your textbook) and **Pak** can become Park.

2 Greetings

Although many Koreans shake hands on meeting someone, especially a Westerner, a common greeting is a bow, the depth of which varies according to the degree of intimacy between the people who meet.

3 Styles of speech

We have already mentioned that there are various different styles of speech used in Korean, each indicating a different level of respect. In this lesson you will be using the 'polite-informal' style. During the course you will also come across the 'polite-formal' style, and you will be given an indication of the circumstances in which each is used. Try to become aware of these and match the form to the occasion. Koreans will appreciate this, although it is probably true that you will offend very few people if you stick to the **-yo** and **-seyo** style.

• Exercise 1

Answer the questions.

You take the part of Mr Yi, greeting Mr Kim and telling him where you are going. Exercise 1 follows the dialogue on the tape and in the textbook. You will hear the title (**yŏnsŭp il**) followed by the instruction *answer the questions* in Korean (**taedap-hasipsio**) and then the example (**pogi**). All these are printed as well as recorded. The example shows you what to do:

you hear Mr Kim's line and sometimes a clue word, then a voice giving the response for you, and finally the response given by Mr Yi.

First listen to the whole exercise, noting the clue words which you will be using and the changes to the nouns when they are combined with the particle **-e**. Find them in the textbook and look up new words in the wordlist. Now rewind and respond in the pauses; practise doing this several times, until you can respond quickly and easily. Finally, you can check the answers in the textbook key if you wish.

● Exercise 2

Answer the questions.

In this exercise you are going to practise responding positively and negatively to a question; listen to the title (**yŏnsŭp i**), instruction and example, as before, and then respond in the pauses, using the clue words. Practise until the answers come easily. Again, you can check the answers in the key.

Grammar note 1

ne/aniyo

These are the words for *yes* and *no* respectively. Variants of **ne** are **ye** and **nye**, of which the former is the more common. You will also occasionally hear the more formal **animnida** instead of **aniyo**.

■ Exercise 3

Fill in the missing words.

There is no recording for this exercise. Read the sentences in the textbook and write them out on a separate sheet of paper, inserting the missing word or words in the spaces. All the sentences have appeared in the text, but try to do the exercise without looking back at the dialogue and exercises. You can check your answers against the key at the back of the textbook. Then practise writing out the sentences and reading them aloud.

Grammar notes

2 The **-yo** form

This is the present tense* form of the useful 'polite-informal' style of speech, and there are certain rules for arriving at the correct **-yo** form with different Korean verbs.

Regular verbs* fall into three categories:

- i Verbs whose stem* (see glossary and appendix) has **a** or **o** as the final vowel* (i.e. the last vowel to appear in the stem) take the ending **-ayo** or **-wayo**. For example:

kada go	kayo
oda come	wayo (o + ayo)
chot'a be good, nice	choayo

- ii Verbs ending in **-hada** take the ending **-yŏyo**, forming **hayŏyo**, which is contracted to **haeyo**. So, for instance, **kŏngbu-hada** becomes **kŏngbu-haeyo**.

- iii Verbs whose stem has any other vowel as its final vowel take the ending **-ŏyo** or **-wŏyo**, as in:

mŏkta eat	mŏgŏyo
ikta read	ilgŏyo
paewa learn, study	paewŏyo (paeu + ŏyo)

The consonant* changes are explained in the alphabet book and sounds recording.

Notice that **i + ŏyo** often becomes **-yŏyo**, as in **karŭch'ida (teach)**, which becomes **karŭch'yŏyo**.

There are exceptions to these rules — irregular verbs* which will be explained as they arise in the course (and see the appendix for a fuller explanation if you wish). In lesson one you should notice the following:

ida be	iyeyo
anida be not	aniyeyo
nappŭda be bad	nappayo or nappŏyo
ŏryŏpta be difficult	ŏryŏwŏyo
k'ŭda be big	k'ŏyo

You will find that these rules will become clearer after you have practised for a while with exercise 4.

- 3 You will be glad to know that Korean verbs do not change according to

the subject* (in English, on the other hand, we have *I do* but *he does*, etc.). So in fact **chib-e kayo** could mean *I/you/he/she/it/we/they go/goes home*. It is often not necessary to add a word for *I/you/he* etc., as the context makes the meaning clear. Generally speaking, when the subject is not stated, it is understood to be 'I' or 'we' in statements and 'you' in questions.

You will also be relieved to know that the same **-yo** form is used for statements, questions and commands, the only variation occurring in the intonation*. So:

Chib-e kayo. (falling intonation) *(I'm) going home.*

Chib-e kayo? (rising intonation) *Are (you) going home?*

Chib-e kayo! (falling intonation) *Go home!*

4 The **-seyo** form

As you have seen, the infix **-si-** is used to make a verb honorific. The following forms occur when **-si-** is combined with the **-yo** form:

- i Verb stems which end in a vowel take the ending **-seyo** (a variant of **-siöyo**). So **kada** becomes **kaseyo**.
- ii Verb stems which end in a consonant form the ending **-üseyo** (a variant of **-üsiöyo**). For example, **ikta** becomes **ilgüseyo**.

Notice that the irregular verb **öryöpta** becomes **öryöuseyo** in this form.

● Exercise 4

Change the verb forms.

In this exercise (**yönsüp sa**) you can practise changing verbs from their dictionary form* to their **-yo** and **-seyo** forms. For number 14 (**pissada**), no **-seyo** form is given in the answer, as it is rarely used. First listen to the exercise right through and gradually familiarize yourself with the forms. See if you can guess them before you hear them. Then start speaking: keep listening and practising until they come naturally. Try to do this without referring to the textbook. Finally, open your textbook and use it with the wordlist to check the spelling and meaning of each verb.

● Exercise 5

Listen and repeat.

This (**yönsüp o**) is a pronunciation exercise designed to draw your attention to important sound changes. Such exercises continue throughout the course and should help you to master the changes, which are summarized in the sounds recording (cassette 2) and explained in the alphabet book. Listen to each word and imitate as closely as you can the pronunciation of the speaker on the tape.

That is the end of the first lesson. Listen to it again, making sure that you understand the dialogue and can do all the exercises fluently — especially exercise 4! When you are ready, go on to lesson two.

Wordlist

anida	아니다	be not
aniyo	아니요	no
annyöng-hada	안녕하다	be in peace
chal	잘	well
che-	제	...th (<i>ordinal</i>)
chip (chib-)	집	house, home
chot'a	좋다	be good, fine, nice
-e	에	in, at, on, to
hakkyo	학교	school
ida	이다	be
ikta	읽다	read
insa	인사	greetings
itta	있다	exist, be (in a place), have
kada	가다	go
karüch'ida	가르치다	teach
Kim	김	Kim (<i>surname</i>)
kongbu-hada	공부하다	to study

kwa	과	lesson
k'ūda	크다	be big
mal (mar-)	말	language, speech
mant'a	많다	be many
matta	맞다	be right
nappūda	나쁘다	be bad
ne	네	yes
oda	오다	come
ōdi	어디	where?
ōpta	없다	not exist, not be (in a place), not have
ōryōpta	어렵다	be difficult
paeuda	배우다	learn, study
pissada	비싸다	be expensive
poda	보다	see, look, try
pogi	보기	example
pyōnhwa-sik'ida	변화시키다	(cause to) change
samusil (samusir-)	사무실	office
sijak (sijag-)	시작	beginning, start
ssō nōt'a	써 넣다	write in
taedap-hada	대답하다	to answer, reply
taehwa	대화	dialogue
tongsa	동사	verb
ttara-hada	따라 하다	follow, imitate
tūtta	듣다	hear, listen to
Yi	이	Yi (surname)
yōnsūp	연습	practice, exercise

2 Lesson two

In this lesson (**che-i-gwa**), you will learn how to ask for things in a shop and how to say that you have or do not have various items. Some useful polite phrases are introduced, but there is no new grammar.

• Dialogue

Mr Kim goes to a shop to buy some cigarettes and envelopes. Study the dialogue as you did in lesson one: first just listen a few times, then read it and use the translation and notes to help you understand, and finally speak along with the recording. Remember that the wordlist at the end of the lesson only gives new words; if you ever need to check the meaning of a word you met in a previous lesson, use the complete wordlist at the end of this book to find out where the word first appeared.

Translation

At the shop

Kim	Hello?
Shopkeeper	Yes, please come in.
Kim	Do you have cigarettes?
Shopkeeper	Yes, we do.
Kim	Do you have envelopes?
Shopkeeper	I'm sorry, we don't.

Language notes

1 Kage-esō (title) At the shop

-esō is another particle with several meanings, like **-e**, which is attached directly to a noun. Here it indicates the place where an action takes place: *at the shop*. When using **-esō** in a full sentence, it must be followed by an action verb* (see language note 4 below).

2 Yōboseyo? (1) Hello?

This literally means *Please look here* and is used to attract someone's

attention, for example when entering a shop or answering the telephone.

3 **ösö oseyo** (2) *please come in*

ösö can mean *please*, as here, or — depending on the tone of voice used — *quickly*. The greeting **ösö oseyo** and the more formal **ösö osipsio** are very common; you will hear them when you go into shops, restaurants, tea rooms etc.

4 **issöyo** (3) [*there is/are*]

öpsöyo (6) [*there is/are not*]

Issöyo is the **-yo** form of the verb **itta**. In Korean, there are four classes of verbs (see appendix): action verbs, such as **mökta**, *eat*; descriptive verbs*, such as **chot'a**, *be good*; the verb of identification **ida** (see lesson three, grammar note 1) and **itta**, which indicates the existence, location or possession of something. For example, **tambae issöyo** means *(I) have cigarettes* or *there are cigarettes*. The corresponding negative verb is **öpta** (**-yo** form **öpsöyo**): **tambae öpsöyo** means *I don't have any cigarettes* or *there are no cigarettes*.

5 Note that nouns in Korean have only one form for both singular* and plural*: **pongt'u** can mean *an envelope* or *the envelope*, as well as *envelopes* or *the envelopes*. The meaning is usually clear from the context.

6 **Mian-hamnida.** (6) *I'm sorry.*

This is the verb **mian-hada** in the polite-formal style, which will be explained later.

• **Exercise 1**

Ask questions.

Practise asking the shopkeeper if she has various articles. Listen carefully to the example (**pogi**), which shows you how to respond, and then ask questions during the pauses, using the clue word you have been given in each case. **Söngnyang** in number 2 means *matches*. After you have spoken, listen carefully to the correct version on the tape and compare it with what you said. Practise asking the questions until you can do the exercise easily.

• **Exercise 2**

Answer the questions.

Now it is your turn to play the role of the shopkeeper. Mr Kim will ask you if you have certain items, and you must answer him, using the clue word. Then listen carefully to the correct answer. As before, the exercise starts with an example.

• **Exercise 3**

Listen and repeat.

This exercise (**yönsüp sam**) is a pronunciation exercise similar to exercise 5 in lesson one. Listen carefully to each word and repeat it during the pause. You can check the spelling of the words in the key, but do the exercise first without referring to the textbook.

You have finished your second lesson. As with lesson one, listen to it once again and check that you understand everything and can do every exercise fluently before going on to lesson three.

Wordlist

chilmun-hada	질문하다	ask a question
-esö	에서	at, on, in, from
kage	가게	shop, stall, booth
kage chuin	가게주인	shopkeeper
mian-hada	미안하다	be sorry, regret
ösö	어서	please, quickly
pongt'u	봉투	envelope
söngnyang	성냥	match
tambae	담배	cigarette
yöboseyo	여보세요	hello

3 Lesson three

In this lesson (**che-sam-gwa**) you will find out how to ask and say what things are, and you will learn the names of various types of fruit.

• Dialogue

Mr Kim goes to the fruit shop and asks the shopkeeper about the fruit she is selling. Once again, listen to the dialogue first of all, read it, then use these notes to help you to understand it, before speaking along with the recording.

Translation

The fruit shop

Kim	What are those?
Shopkeeper	They're apples.
Kim	Do they taste nice?
Shopkeeper	Yes, they're very tasty.
Kim	Are these melons?
Shopkeeper	No, they're not melons. They're pears.

Language notes

1 mwöyeyo (1) [what is/are]

This is a contraction* of **muösiyeyo**: the noun **muöt** (**muös-**), *what*, plus the **-yo** form of **ida**. See grammar note 1 for a full explanation.

2 aju (4) very

In Korean, adverbs* usually precede the verb they refer to.

Aju mas-i issöyo. *It's very tasty.*

Grammar notes

1 -yeyo (1), -iyeyo

These are the two **-yo** forms of the verb **ida** (see lesson one, grammar note 2). This is the verb of identification (meaning *is a . . .*) which must always be preceded by a noun, and which is pronounced as part of that noun. It is important to make sure that you understand the difference between **itta** and **öpta** on the one hand (see lesson two, language note 4), and **ida** and the negative **anida** on the other. Compare the following sentences:

Tambae issöyo. *There are cigarettes. or I have cigarettes.*

Tambaeyeyo. *It is a cigarette. or They are cigarettes.*

The verb **ida** takes the form **-yeyo** after nouns which end in a vowel, for example:

ttalgi **Ttalgiyeyo.** *It's a strawberry./They are strawberries.*

pae **Paeyeyo.** *It's a pear./They are pears.*

and takes the form **-iyeyo** after nouns which end in a consonant:

subak **Subagiyeyo.** *It's a water melon.*

samusil **Samusiriyeyo.** *It's the office.*

The negative is formed by adding the subject marker* (see grammar note 4) to the noun, plus **aniyeyo** from the negative verb **anida** (*be not*), for example:

sagwa **Sagwa-ga aniyeyo.** *It's not an apple.*

ch'amoe **Ch'amoe-ga aniyeyo.** *It's not a melon.*

subak **Subag-i aniyeyo.** *It's not a water melon.*

2 The demonstrative pronouns* **i**, **kü**, **chö**

I is used when you are referring to something which is close by you (*this*), **kü** when you are referring to something which is not far from you or something which has already been mentioned in the conversation (*that*), and **chö** when you are referring to something which is at a distance from both you and the person to whom you are speaking (*that over there*). You will notice that when Mr Kim refers to an object which is nearer to the shopkeeper than to him, he says **küge** (exercise 1, example and number 3) whereas the shopkeeper refers to it as **igön**. These can be used with any noun, and when used with the noun **köt**

(kõs-) (*a/the one*) plus the subject or topic marker* (see grammar notes 3 and 4) the following contractions are common:

i kõs-i	ige (5)	i kõs-ũn	igõn (6)
kũ kõs-i	kũge (1)	kũ kõs-ũn	kũgõn
chõ kõs-i	chõge	chõ kõs-ũn	chõgõn

Find the examples in the dialogue.

• Exercise 1

Answer the questions.

In this exercise, you will play the part of the shopkeeper and answer Mr Kim's questions, using the clue words provided. Remember to look up any new words before you start. Listen carefully to the example, and then practise the three dialogues until you can answer the questions without looking at the textbook.

Grammar note 3

The topic marker **-ũn/-nũn**

This marks a word or phrase* which is the topic of the sentence, telling you what the sentence will comment on. Its equivalent in English would be something like *As for . . .*

-ũn is added to nouns which end in a consonant, **-nũn** to nouns which end in a vowel:

ttalgi-nũn as for strawberries . . .

kũ kõs-ũn (kũgõn) as for that one . . .

• Exercise 2

Answer the questions.

Here you are going to practise using demonstrative pronouns. Once again, answer the questions during the pause, using the clue words.

Grammar note 4

The subject marker **-i/-ga**

The subject of a sentence is indicated by adding **-i** to nouns which end in a consonant, for example:

subak water melon **subag-i**

chip house, home **chib-i**

Remember that adding the marker **-i** will often cause a change in the sound of the final consonant of the noun, as in these two examples.

-ga is added to nouns which end in a vowel, for example:

ttalgi strawberry **ttalgi-ga**

pae pear **pae-ga**

■ Exercise 3

Fill in the blank with -i or -ga.

This is a written exercise in which you have to fill in the blank spaces with the subject marker **-i** or **-ga**. When you have checked that your answers are correct, by referring to the key at the back of the textbook, practise writing the sentences, and try to write them out and say them from memory without looking at the textbook.

■ Exercise 4

Fill in the blank with -ũn or -nũn.

Now do exactly the same as you did in the previous exercise, using the topic markers **-ũn** and **-nũn**.

• Exercise 5

Listen and repeat.

This is a pronunciation exercise. Listen carefully to each word and repeat it during the pause.

Before you go on to lesson four, read through the grammar notes in this lesson again to make sure you have fully understood them.

Wordlist

aju	아주	very
chō	저	that (over there)
chōge	저 게	that one over there (<i>subject</i>)
chōgōn	저 건	that one over there (<i>topic</i>)
ch'amoe	참외	(musk) melon
-ga	가	<i>subject marker</i>
i	이	this
-i	이	<i>subject marker</i>
ige	이 게	this one (<i>subject</i>)
igōn	이 건	this one (<i>topic</i>)
kōt (kōs-)	것	(a) one, (the) one
kū	그	that, the
kūge	그 게	that one, the one (<i>subject</i>)
kwail (kwair-)	과일	fruit
mas-i itta	맛이 있다	be tasty, taste good
muōt (muōs-)	무엇	what, something
mwō	뭐	what, which (<i>subject</i>)
-nūn	는	<i>topic marker</i>
pae	배	pear
sagwa	사과	apple
subak (subag-)	수박	water melon
ttalgi	딸기	strawberry
-ūn	은	<i>topic marker</i>

4 Lesson four

In this lesson (**che-sa-gwa**) you will learn some more polite phrases, and find out how to ask if someone you wish to see is at home or in the office.

• Dialogue

Mr Kim pays a visit to the president of a trading company in Seoul. He is met in the office by the receptionist, Miss Yi. Remember to listen to the dialogue, before reading it in the textbook.

Translation

Visiting

Kim	Excuse me.
Miss Yi	Yes, please come in.
Kim	Is the President in?
Miss Yi	Yes, he is. Please go in.
Kim	Thank you.

Language notes

- Sillye-hamnida.** (1) [*I am committing a rudeness, I am being impolite.*]
This is used in the sense of *Excuse me*, when you interrupt someone, ask them to do something for you or trouble them in some way.
- sajang-nim** (3) *President (of a company)*
The suffix* **-nim** is attached to nouns which give a title or occupation (such as teacher, doctor, Mr etc.), to show respect when referring to others. Note that the subject marker **-i** or **-ga** may sometimes be omitted in conversational Korean, as here.
- Kamsa-hamnida.** (5) *Thank you.*
The polite-formal style of the verb **kamsa-hada**. This form is more commonly used in all situations than the less formal **kamsa-haeyo**.

Culture note

Forms of address

Three forms of address are introduced in this lesson:

- i A person's surname followed by **sōnsaeng-nim**, e.g. **Kim sōnsaeng-nim**, *Mr Kim*. This can be used when addressing both men and women, when one wishes to be polite.
- ii **Misūt'ō** followed by a person's surname, e.g. **Misūt'ō Kim**, *Mr Kim*.
- iii A woman's surname followed by **yang**, e.g. **Kim yang**, *Miss Kim*. This is used among people on friendly terms.

Exercise 1

Ask questions.

Using the name given, ask whether the person you wish to see is in.

Grammar note

kyesimnikka (3) kyeseoyo (4) *be there, be located*

You have already studied the use of the infix **-si-** and the suffix **-nim**, and seen how they are used to indicate respect when speaking to or about someone else. In Korean, some verbs in themselves show respect. One such verb is **kyesida**; this is the honorific form of the verb **itta**, when used in the sense of *being in a place*. The verb appears in the dialogue in both the polite-formal question form, **kyesimnikka** (which will be studied in lesson seven), and in the polite-informal style, **kyeseoyo** (sometimes **kyesyōyo**). Both forms also appear in exercise 2.

Exercise 2

Answer the questions.

Now play the part of Miss Yi and answer Mr Kim when he asks whether the person he has come to see is in.

Exercise 3

Fill in the missing words.

The sentences in this exercise have all appeared in the text of this lesson. Try to write out the sentences, filling in the missing words, without looking back at the dialogue and exercises. Check your answers, and practise reading and writing the sentences.

Exercise 4

Listen and repeat.

Listen carefully to each word, and imitate as closely as you can the voice on the tape.

Look through this lesson again and make sure that you are happy with everything you have learned before you go on to lesson five.

Wordlist

kamsa-hada	감사하다	thank, express gratitude
kyesida	계시다	be there, be (in a place), stay
misūt'ō	미스터	Mr
-nim	님	Mr, Mrs etc.
pangmun	방문	a call, visit
sajang	사장	company president
sillye-hada	실례하다	be impolite, rude
sōnsaeng	선생	teacher, Mr, Mrs etc.
tūrōgada	들어가다	go in, enter
ūisa	의사	doctor
yang	양	Miss

5 Lesson five

Lesson five (**che-o-gwa**) is a revision lesson which will give you the opportunity to practise and consolidate what you have already learned, as well as introducing some new grammar points.

• Dialogue

Mr Kim meets his friend Miss Pak on her way to her Korean class. She is a second-generation Korean who lives in Japan, and has come to Seoul to learn Korean.

Translation

Review

- Kim What's this?
Miss Pak It's a book.
Kim Where are you going?
Miss Pak I'm going to school.
Kim What do you do at school?
Miss Pak I study Korean.

Language notes

- 1 In lesson one **Ōdi kaseyo?** spoken with a rising intonation meant *Are you going somewhere?* In this lesson, it is said with a falling intonation and means *Where are you going?*

2 Word order

You will have realized by now that in Korean the verb always comes at the end of a sentence. Generally speaking, the order of items in a sentence is: topic — subject — time — place — object — adverb — verb

Hakkyo-esō han'gungmar-ül paewōyo.

(place) (object) (verb)

I study Korean at school.

Kim sōnsaeng-nim-ūn yōngō-rŭl chal karŭch'iseyo.

(topic) (object) (adverb) (verb)

Mr Kim teaches English well.

• Exercise 1

Answer the questions.

In this exercise, you take the part of Miss Pak and tell Mr Kim what you have with you, where you are going, and what you will do when you get there. As usual, listen carefully to the example and answer the questions during the pauses; use the clue words given, having looked up in the wordlist any of these which are unfamiliar.

• Exercise 2

Ask questions.

When Miss Pak tells you where she is going, ask her what it is that she does there.

■ Exercise 3

Fill in the missing words.

Without looking back at the text, fill in the missing words and then check your answers with the key. As usual, practise writing and reading the sentences aloud.

Grammar note

The object marker* **-ŭl/-rŭl**

The direct object* of a sentence is indicated by adding **-ŭl** to nouns which end in a consonant:

kabang bag, briefcase	kabang-ŭl
subak water melon	subag-ŭl

han'gungmal Korean han'gungmar-ül
and -rül to nouns which end in a vowel:
pae pear pae-rül
pongt'u envelope pongt'u-rül

Another example of this construction in the dialogue is the word **mwöl**, which is a contraction of the noun **muöt (muös-)**, *what*, and the object marker **-ül**.

muös-ül mwöl

■ Exercise 4

Fill in the blanks with **-ül** or **-rül**.

In the sentences in the textbook, the object marker has been omitted. Write out each sentence with the correct object marker, making sure that you understand the meaning of the sentence, then read the sentence aloud. (In sentence number 7, note that the verb **ssüda** has the irregular form **ssöyo**; see appendix.)

● Exercise 5

Listen and repeat.

Listen to each word carefully and repeat it. Note especially the changes in sound that occur when a consonant appears between two vowels, e.g.

han'gür-ül, and also the pronunciation of the phrase **han'gungmar-ül**. This must not be pronounced **han'gukmal-ül**!

Do not go on to lesson six until you feel quite confident about what you have learned so far.

Wordlist

chada	자다	to sleep
cham	잠	sleep

ch'aek (ch'aeg-)	책	book
ch'in'gu	친구	friend
hada	하다	do, act, make, say
han'gül (han'gür-)	한글	Korean alphabet
han'gungmal (han'gungmar-)	한국말	Korean (language)
ir-hada	일하다	be at work, work
kabang	가방	bag, briefcase
kyosil (kyosir-)	교실	classroom
maekchu	맥주	beer
mannada	만나다	meet
masida	마시다	drink
mökta	먹다	eat
mwöl	뭘	what (object)
Pak	박	Pak (surname)
pap (pab-)	밥	boiled rice, a meal
poksüp (poksüb-)	복습	review, revision
ppösü	버스	bus
-rül	를	object marker
sada	사다	buy
ssüda	쓰다	write
sukche	숙제	homework
sukche-rül hada	숙제를 하다	do one's homework
tosögwän	도서관	library
t'ada	타다	board, take, ride
-ül	을	object marker
yöngö	영어	English (language)

6 Lesson six

Now that you have revised what you have learned so far, you should feel confident and ready to continue. In this lesson, you find out how to ask where things are and how to give directions.

• Dialogue

Mr Kim asks the receptionist in an office block the way to the lift. Study the dialogue in the usual way.

Translation

The lift

Kim	Excuse me, where's the lift?
Receptionist	Go straight ahead.
Kim	Thank you.
Receptionist	You're welcome.

Language notes

- 1 **Sillyejiman** (1) *Excuse me* [*It's a discourtesy, but . . .*]
This phrase, like **sillye-hamnida**, is used to mean *excuse me*. **Sillye-hamnida** can stand alone; although **sillyejiman** can also be used alone, as an unfinished sentence, it is generally followed by another clause* (as it is here).
- 2 **Komapsŭmnida**. (3) *Thank you*.
This expression is interchangeable with **kamsa-hamnida**, with no difference in meaning.
- 3 **Ch'ŏnmaneyo**. (4) *You're welcome/Don't mention it*.
This is used in response to an expression of thanks or an apology.

Culture note

Many words in common use in Korea are borrowed from other languages — especially English — and simply written in **han'gŭl**. For example:

ellibeit'ŏ lift (elevator)	k'ŏp'i coffee
sup'ŏmak'et supermarket	t'aeksi taxi

• Exercise 1

Ask questions.

After hearing the clue word, ask the receptionist where certain facilities are in the building. Before you take part in the exercise, listen to it right through; read the clue words in the textbook and check their meaning in the vocabulary.

Grammar note 1

-ŭro/-ro/-lo (2)

The particle **-ŭro** is attached directly to nouns ending in a consonant and the particle **-ro** to nouns ending in a vowel. Nouns which have **l** as their final letter take **-lo**. In the dialogue, this particle indicates motion towards a place. Some more examples:

chib-ŭro to home **hakkyo-ro** to school **samusi-lo** to the office

When used in this sense, **-ŭro/-ro** is interchangeable with **-e** (for example, **chib-e**) and is preceded by a noun referring to a place and followed by a verb of motion.

• Exercise 2

Answer the questions.

Now tell Mr Kim how to find various facilities and, finally, make the correct response when he thanks you. Remember to use the particle **-ŭro/-ro**. Again, check the meaning of the clue words before you start.

■ Exercise 3

Fill in the missing words.

Filling in the missing words, write out each sentence and read it aloud. Check your answers in the key and then practise writing and reading the sentences several times.

Grammar note 2

-jiman (1)

The ending **-jiman** (**-chiman** after some consonants) can be added to any verb stem, giving the meaning *but*:

kongbu-hajiman *I study, but . . .*

mőkchiman *I eat, but . . .*

öryöpchiman *it's difficult, but . . .*

When used with the verb of identification **ida**, it can be attached to nouns.

-ijiman is often shortened to **-jiman**, for example after the letters **i** and **e**:

kabangijiman *it's a briefcase, but . . .*

sillyejiman *it's a discourtesy, but . . .*

● Exercise 4

Change the verb forms.

In this exercise, you can practise the ending **-jiman/-chiman**, which was explained in grammar note 2. Listen to the dictionary form of each verb and then, during the pause, say aloud the verb with the ending.

The verbs **pappūda**, **p'alta** and **shwipta** are irregular in certain forms, although they add the **-jiman/-chiman** ending regularly; see appendix.

● Exercise 5

Listen and repeat.

Watch out for and practise the tense consonant (**tch**) in **tchog-ūro** and the aspirated one (**ch'**) in **ch'önmaneyo**. (See the alphabet book for an

explanation of tense and aspirated consonants.) Also listen very carefully to the pronunciation of **choch'iman**.

Wordlist

annaewōn	안내원	receptionist, information person
chakta	작다	be small
-chiman	지만	but
chōnhwa	전화	telephone
ch'önmaneyo	천만에요	you're welcome, don't mention it
ellibeit'ō	엘리베이터	lift
hwajangsil (hwajangsir-)	화장실	toilet
-jiman	지만	but
komapta	고맙다	be thankful, obliged
oentchok (oentchog-)	왼쪽	left (side, direction)
orüntchok (orüntchog-)	오른쪽	right (side, direction)
pappūda	바쁘다	be busy
p'alta	팔다	sell
-ro	로	by, with, from, out of, to
shwipta	쉽다	be easy
siktang	식당	restaurant
sillye	실례	discourtesy, impoliteness
ttokparo	똑바로	in a straight line, directly
-ūro	으로	by, with, from, out of, to

7 Lesson seven

In lesson seven you learn how to introduce yourself and say what your occupation is. The polite-formal style of speech is introduced here.

• Dialogue

Mr Kim meets Mr Yi for the first time and asks him about his occupation.

Translation

Introducing yourself

Kim How do you do? I'm Kim Yŏng-su.

Yi How do you do? I'm Yi Sang-yong.

Kim Do you work for a company?

Yi Yes, I'm a company employee.

Language notes

- Note that, as the two men are meeting for the first time, they use the polite-formal style of speech. It will be explained in grammar note 1.
- Ch'ŏŭm poepkessŭmnida.** (1) [*I am seeing you for the first time.*]
This is a formal greeting used when meeting someone for the first time.
- Kim Yŏng-suimnida.** (1) *I'm Kim Yŏng-su.*
hoesawŏnimnida (4) *I'm a company employee*
When introducing himself, Mr Kim gives his full name, followed by the polite-formal style of the verb **ida**. So, when you want to introduce yourself, say your name followed by **-imnida**. For example:
Jane Collinsimnida. *I'm Jane Collins.*
You can also tell people what your occupation is by adding **-imnida** to the appropriate noun:
Haksaengimnida. *I'm a student.*
(In informal situations, of course, you could use **-yeyo** or **-iyeyo** instead of **-imnida**, e.g. **haksaengiyeyo**.)

4 Chŏ-nŭn (2) I

Chŏ, meaning *I*, is used here with the topic marker **-nŭn**.

5 Hoesa-e tanisimnikka? (3) Do you work for [attend] a company?

When the verb **tanida** is used in the sense of *attend* or *go to*, the preceding noun takes the particle **-e**. Remember that the verb comes at the end of the sentence.

• Exercise 1

Practise the dialogue.

Take part in the dialogues, using your own name to introduce yourself, as the actress introduces herself as **Ch'oe Song-u**. Use the clue words in your responses; the word **ŭnhaeng** means *bank*. The beginning of each dialogue is indicated by a tone on the tape. Start speaking after each tone.

• Exercise 2

Answer the questions.

Answer Mr Kim's questions, using the clue words you are given.

■ Exercise 3

Fill in the missing words.

Complete this exercise in the usual way, and in sentence 2, fill in the blank with your own name.

Grammar notes

1 Polite-formal style

In the polite-formal style, regular verbs whose stem ends in any consonant but **s** take the ending **-sŭmnida** to form statements and **-sŭmnikka?** to form questions:

mŏkta
ikta

mŏksŭmnida
iksŭmnida

mŏksŭmnikka?
iksŭmnikka?

Verbs whose stem ends in *s* take the ending **-ŭmnida** or **-ŭmnikka?**:

itta **issŭmnida** **issŭmnikka?**

ŏpta **ŏpsŭmnida** **ŏpsŭmnikka?**

Verbs whose stem ends in a vowel take the ending **-mnida** or **-mnikka?**:

kada **kamnida** **kamnikka?**

poda **pomnida** **pomnikka?**

When speaking about someone else, it is possible to make this form even more respectful by using the infix **-si-**, which is placed between the stem and the verb ending, forming **-simnida** and **-simnikka?** for verb stems ending in a vowel, and **-ŭsimnida** and **-ŭsimnikka?** for verb stems ending in a consonant. To summarize these four new forms:

kada **kamnida** **kamnikka?**

kasimnida **kasimnikka?**

ikta **iksŭmnida** **iksŭmnikka?**

ilgŭsimnida **ilgŭsimnikka?**

(Note the pronunciation change from **ikta** to **ilgŭsimnida**; see sounds recording and alphabet book.)

- 2 In lesson four, you met the honorific verb **kyesida**. Here are some more honorific verbs, together with their plain (or non-honorific) equivalents:

honorific: **chapsutta/chapsusida** *eat* plain: **mŏkta**

chumusida *sleep* **chada**

tŭlta/tŭsida *drink* **masida**

(**Chapsusida** = **chapsutta** + honorific **si**. **Tŭlta** is one of a group of irregular verbs which drop the final **l** when followed by **s**, therefore **tŭsida** = **tŭlta** + **si**: see appendix.)

Remember that these honorific verbs must not be used when talking about yourself.

On the other hand, some verbs are used only in reference to oneself; these are known as humble verbs. For example:

humble: **poepta** *see, meet*

plain: **poda**

tŭrida *give* **chuda**

Exercise 4

Change the verb forms.

In this exercise you can practise the polite-formal style of speech. Listen carefully to the example: you must give four forms of each verb during the pause. In numbers 8 to 10, instead of the **-simnida** and **-simnikka?** forms, the honorific verbs **chapsutta/chapsusida**, **tŭlta/tŭsida** and **chumusida** are used. Repeat this exercise several times, practising until the forms come naturally; then read the verbs in your textbook and check the meaning of any you are unsure of.

Wordlist

chaemi itta	재미 있다	be interesting
chagi	자기	(one)self
chapsutta/chapsusida	잡숫다/잡수시다	eat, drink
chŏ	저	I, me
chumusida	주무시다	to sleep
ch'ŏŭm	처음	beginning, first time
haksaeng	학생	student
hosa	회사	company
hosaewŏn	회사원	company employee
poepta	뵙다	see, meet
ponin-ŭi irŭm	본인의 이름	one's name
sogae	소개	introduction
tanida	다니다	attend, go to, come and go
tŭsida	드시다	eat, drink
ŭnhaeng	은행	bank
ŭnhaengwŏn	은행원	bank clerk

8 Lesson eight

In lesson eight you will learn to ask what someone would like to drink and to state your own preference. The future tense* is also introduced.

• Dialogue

While Mr Kim is waiting for his appointment, Miss Yi offers him some refreshment.

Translation

Entertaining

Miss Yi Shall I get [give] you a cup of coffee?

Kim No, I'm all right, thank you.

Miss Yi Well then, shall I get you some ginseng tea?

Kim Yes, I'll have some ginseng tea.

Language notes

1 k'öp'i han chan (1) a cup of coffee

In Korean, when you want to count something, you say the noun first, followed by the number and the appropriate measure word*. These will be studied in detail in lesson thirty-one; here the word **chan** is a measure word meaning *cup* or *glass*.

k'öp'i han chan a cup of coffee

k'öp'i ne chan four cups of coffee

The numbers 1 to 19 are introduced in grammar note 3 below.

2 tūrilkkayo? (1) [shall I give?]

The verb **tūrida** is a humble verb (see lesson seven, grammar note 2) used in reference to oneself when giving or offering something to someone. Here, Miss Yi is offering Mr Kim a cup of coffee.

3 kwaench'ansūmnida (2) I'm all right, thank you

A useful phrase meaning *that's all right*, in the sense of *don't bother yourself*.

4 -ūro/-ro (3)

In lesson six this particle was introduced with the meaning *to (a place)*. Here it has another meaning: the way in which someone does something, *with, by means of*. **insamch'a-ro** means literally *by/with a cup of ginseng tea*.

• Exercise 1

Ask questions.

Playing the part of Miss Yi, find out what Mr Kim would like to drink. First listen to the whole exercise and look up the meaning of the clue words.

• Exercise 2

Answer the questions.

Now answer Miss Yi when she offers you some refreshment, using the answer from the dialogue indicated by the clue word **ne** or **aniyo**.

Grammar note 1

To ask someone's opinion or point of view, the ending **-ülkkayo?** is added to verb stems ending in a consonant, or **-lkkayo?** to those ending in a vowel. This ending can be used with any verb, for example:

tūrilkkayo? shall I give . . . ?

ilgülkkayo? shall I read (it)?

kalkkayo? shall I/we go?

choülkkayo? will it be good (do you think)?

■ Exercise 3

Change the verb forms.

In this exercise you are given five sets of nouns and verbs. Turn them into sentences by writing out each one using the **-ülkkayo?/-lkkayo?** ending

explained in grammar note 1, and practise reading each sentence aloud. Check your answers against the key and make sure you understand the sentences; look up any words you do not know.

Grammar note 2

The future tense

To form the future tense, that is, to talk about an action which will take place in the future or a condition which will exist in the future, the infix **-kess-** is placed between the verb stem and the verb ending:

-kessôyo	polite-informal statement and question
-kessûmnida	polite-formal statement
-kessûmnikka?	polite-formal question
-(û)sigessûmnida	polite-formal + <i>si</i> statement
-(û)sigessûmnikka?	polite-formal + <i>si</i> question

Here are some examples:

kada	kagessôyo <i>I will go</i>
oda	ogessûmnida <i>I will come</i>
ikta	ikkessûmnikka? <i>will you read (it)?</i>
hada	hasigessûmnida <i>you will do (it)</i>
poda	posigessûmnikka? <i>will you look at (it)?</i>
ikta	ilgûsigessûmnida <i>you will read (it)</i>

Do not worry if this seems a lot to take in at once; as you work through the course, you will find that it gradually falls into place, and you will be able to add the correct ending to a verb stem easily and with little conscious thought.

Exercise 4

Change the verb forms.

Now form the future tense of the verbs you hear on the tape, giving the polite-informal and polite-formal statement forms of each verb, as in the example. Say them in the pauses.

Grammar note 3

Cardinal numbers*

In Korean, there are two sets of cardinal numbers: one set of Chinese origin, which will be studied later, and a set of native Korean numerals. The Korean numerals are generally used for counting things and events. The numbers from 1 to 10 are:

1 hana or han	6 yôsôt (yôsôs-)
2 tul (tur-) or tu	7 ilgop (ilgob-)
3 set (ses-) or se	8 yôdôl (yôdôlb-)
4 net (nes-) or ne	9 ahop (ahob-)
5 tasôt (tasôs-)	10 yôl (yôr-)

The forms **han**, **tu**, **se** and **ne** are used in front of measure words — see language note 1.

To make the numbers 11 to 19, simply combine **yôl** (yôr-) with the appropriate number, for example:

12 yôltu	18 yôlyôdôl
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Exercise 5

Write in han'gûl.

Write out the numbers you hear in **han'gûl** (or in romanization if you have not yet studied the alphabet) and check your answers with the key at the back of the textbook.

Wordlist

ahop (ahob-)	아홉	nine
chan	잔	cup, class
chysû	쥬스	juice
han	한	one
hana	하나	one
hongch'a	홍차	tea
ilgop (ilgob-)	일곱	seven

insamch'a	인삼차	ginseng tea
kŭrŏm	그럼	well then, if that is so
kwaench'ant'a	괜찮다	be all right
k'ŏp'i	커피	coffee
net (nes-)	넷	four
set (ses-)	셋	three
taejŏp (taejŏb-)	대접	entertainment, hospitality
tasŏt (tasŏs-)	다섯	five
tu	두	two
tul (tur-)	둘	two
tŭrida	드리다	give
yŏdŏl (yŏdŏlb-)	여덟	eight
yŏl (yŏr-)	열	ten
yŏnghwa	영화	film
yŏsŏt (yŏsŏs-)	여섯	six

9 Lesson nine

After studying this lesson, you will be able to ask where you can buy various goods and what they cost.

• Dialogue

Mr Kim goes into a department store to buy some postcards, and asks the girl at the information desk where he can find them and how expensive they are.

• Translation

Finding out

Kim Where do they sell picture postcards?
 Information girl You can buy them at the souvenir shop.
 Kim What do they cost? [How is the price?]
 Information girl They're not particularly expensive.

Language notes

1 ŏttaeyo? (3) [how is . . .?]

Note the irregular ending of the verb **ŏttŏt'a**.

2 pissaji anayo (4) [is/are not expensive]

To make a verb negative in Korean, simply add **-chi** (or **-ji**) to the verb stem, plus the verb **ant'a** in the appropriate form:

poda **poji anayo** I don't see (it)
kada **kaji ank'essŭmnida** I will not go
mŏkta **mŏkchi ansŭmnikka?** aren't you eating (it)?

In lesson four, you learned the use of the verb **kyesida** to say that someone is in, is here. The negative form of this is **kyesiji ant'a**: **kyesiji anayo**, (he) isn't in, isn't here.

Remember that the negative forms of **ida** and **itta** are **anida** and **ŏpta** respectively.

3 **Pyöllo pissaji anayo.** (4) *They're not particularly expensive.*

Pyöllo plus negative verb is a common phrase; it means *not particularly* or *not especially*.

pyöllo choch'i anayo *it's not particularly good*

pyöllo öryöpchi ansümnida *it's not especially difficult*

pyöllo chaemi öpsümnida *it's not particularly interesting*

• **Exercise 1**

Answer the questions.

Playing the role of the girl at the information desk, tell Mr Kim where he can buy the goods he requires.

• **Exercise 2**

Ask questions.

Now take Mr Kim's part. Ask the girl at the information desk where you can buy the things you need, and also ask what they cost.

• **Exercise 3**

Answer the questions.

Using the clue words you are given, tell Mr Kim how expensive or cheap the things are that he wants to buy. Listen first and look up the meaning of the clue words.

■ **Exercise 4**

Fill in the missing words.

Write out all the sentences in full, without looking back at the text, and practise writing and reading them after you have checked that your answers are correct.

Grammar note

sal su issöyo (2) (you) *can buy*

The pattern* **-ül/-l su itta** can be used with action verbs and the verb **itta**, and means *can, is able to, (it) is possible to*. Verbs with a stem ending in any consonant except **l** take the ending **-ül su issöyo**, those ending in **l** take **su issöyo** and those ending in a vowel take **-l su issöyo**. Here are some more examples:

mökta	mögül su issöyo <i>can eat</i>
ikta	ilgül su issöyo <i>can read</i>
kada	kal su issöyo <i>can go</i>
karüch'ida	karüch'il su issöyo <i>can teach</i>
p'alta	p'al su issöyo <i>can sell</i>

If you replace **itta** by the verb **öpta**, the sentence becomes negative:

kada	kal su öpsöyo <i>cannot go</i>
p'alta	p'al su öpsöyo <i>cannot sell</i>

• **Exercise 5**

Change the verb forms.

In this lesson you have learned to say (*I can, (I am) able, it is possible*). Now practise both the affirmative and the negative forms of this pattern, giving your answers during the pauses.

• **Exercise 6**

Change the verb forms.

Practise forming the negative of these six verbs (as you learned to do in language note 2), using both the polite-informal and polite-formal styles of speech.

Exercise 7

Listen and repeat.

Listen carefully to each word and imitate as closely as you can the voice on the tape. Note the change in sound when the letter **ch** is preceded by the letter **h**. **Mant'a** (final consonant **h**) + **-chi anayo** becomes **manch'i anayo**.

Wordlist

ant'a	않다	be not, have not
-chi ant'a	지 않다	do not (verb)
(-ji ant'a)		
kap (kaps-)	값	price, value
kinyömp'um	기념품	souvenir
kkwae	꽤	quite, fairly
kürimyöpsö	그림엽서	picture postcard
mal mutki	말 묻기	asking, finding out
mutta	묻다	ask, enquire
ot (os-)	옷	clothes
öttöt'a	어떻다	be how?
paekhwajöm	백화점	department store
pyöllo	별로	particularly, especially
sijang	시장	market
ssada	싸다	be cheap
uch'eguk (uch'egug-)	우체국	post office
up'yo	우표	stamp

10 Lesson ten

This last lesson in level one is a revision lesson and also introduces polite commands. It is followed by a test to help you assess your progress.

Dialogue

Mr Yi meets Mr Pak for the first time. When they have decided what they will have to drink, Mr Yi asks Mr Pak about his job.

Translation

Review

- Yi How do you do?
 Pak How are you?
 Yi Please sit down.
 Pak Thank you.
 Yi Would you like [Will you drink] a cup of coffee?
 Pak No, I'll have some tea.
 Yi Are you a bank clerk?
 Pak No, I'm a company employee.

Language note

chön (6) I

This is a contraction of **chö-nün** (see lesson seven, language note 4).

Grammar notes

1 anjüsipsio (3) please sit down

In lesson seven you studied statements and questions in the polite-formal style. When the polite-formal ending **-sipsio** or **-üsipsio** is added to a verb, it becomes a polite command. Verb stems ending in a vowel

take the ending **-sipsio**, and those ending in a consonant take the ending **-ūsipsio**:

kada	kasipsio <i>please go</i>
oda	osipsio <i>please come</i>
anta	anjūsipsio <i>please sit down</i>
ikta	ilgūsipsio <i>please read (it)</i>

- 2 Here is a summary of the present and future tenses of the two styles of speech you have studied in level one, taking as examples one verb whose stem ends in a vowel (**kada**) and one whose stem ends in a consonant (**ikta**).

POLITE-INFORMAL STYLE

Present tense:

plain statement	kayo	ilgōyo
plain question	kayo?	ilgōyo?
plain command	kayo	ilgōyo
honorific statement	kaseyo	ilgūseyo
honorific question	kaseyo?	ilgūseyo?
honorific command	kaseyo	ilgūseyo
Future tense:		
plain statement	kagessōyo	ikkessōyo
plain question	kagessōyo?	ikkessōyo?
honorific statement	kasigessōyo	ilgūsiggessōyo
honorific question	kasigessōyo?	ilgūsiggessōyo?

POLITE-FORMAL STYLE

Present tense:

plain statement	kamnida	iksūmnida
plain question	kamnikka?	iksūmnikka?
plain command	kasipsio	ilgūsipsio
honorific statement	kasimnida	ilgūsimmida
honorific question	kasimnikka?	ilgūsimmikka?
honorific command	kasipsio	ilgūsipsio
Future tense:		
plain statement	kagessūmnida	ikkessūmnida
plain question	kagessūmnikka?	ikkessūmnikka?
honorific statement	kasigessūmnida	ilgūsiggessūmnida
honorific question	kasigessūmnikka?	ilgūsiggessūmnikka?

Exercise 1

Ask questions.

Ask Mr Pak what he would like to drink, and then ask him what his occupation is. Use the clue words.

Exercise 2

Answer the questions.

Now play the part of Mr Pak and answer Mr Yi's questions, using the clue words.

Exercise 3

Fill in the missing words.

After writing out the sentences, check your answers against the key and practise writing and reading the sentences.

Exercise 4

Change the verb forms.

Using the verbs you are given, practise giving the polite-formal style of command, as in the example. Remember that the **l** of **tūlta** is dropped before an **s** sound.

Exercise 5

Listen and repeat.

Imitate as closely as you can the pronunciation of the native speaker on the tape.

Wordlist

anta	앉다	sit down
chŏn	전	I (<i>topic</i>)
kongmuwŏn	공무원	civil servant
patta	받다	accept, receive
tŭlta	들다	eat, drink
uyu	우유	milk
yŏnsŭp-hada	연습하다	practise

Level one Test

Congratulations on reaching the end of level one! It is important for you to keep a regular check on your progress, and this test will allow you to assess what are your strong and weak points so far. Before you begin, look back over lessons one to ten. Read through the language and grammar notes, make sure that you understand the dialogues and can do all the exercises, and look at the wordlists once again. When you feel that you have grasped the major points, you will be ready to take the test.

Sit down in a quiet place where you will not be disturbed. Try to complete the test in a single session and allow yourself 30 to 40 minutes. As in the lessons, there are both recorded and written exercises; a few new words will appear, so look at the wordlist before you begin. Write on a separate sheet of paper, so that you can do the test again later. You will be told how to assess your performance at the end of the test.

■ Question 1

Fill in the missing words.

Choose the correct particle from those listed and write out each sentence in full. In number 3, **kŭ saram** means *he* or *she*. (See appendix for a full list of pronouns.)

● Question 2

Answer the questions.

Each question will be asked twice. Answer first in the affirmative and then in the negative. Answer as fully as you can, using the clue words given.

■ Question 3

Fill in the missing words.

Choose the correct words from the list and write out the dialogue in full. The ending **-jiyo** (or **-chiyo**) in line 3 is often used to confirm what you have said — an equivalent to 'isn't it?', 'doesn't it?' etc. It is also used just for emphasis, as here, or to give information.

● **Question 4**

Change the verb forms.

Change each verb into its **-seyo** question form.

■ **Question 5**

Fill in the missing words.

Look at the map and then fill in the missing words in the dialogue, writing it out in full.

Check your written answers carefully before turning to the key to see how you did. In the key, the numbers in brackets give the score for each correct answer. Calculate your score.

If you scored less than 50 marks in all, go through the whole of level one again, revising the points you are unsure of. If you scored badly in any area, such as grammar or vocabulary, revise the relevant points before going on to level two. It is worth spending a little time now to make sure that you have a good grasp of what you have learned so far.

Wordlist

kŭgŏn	그건	that one, the one (<i>topic</i>)
negŏri	네거리	crossroads
saram	사람	person
sihŏm	시험	test

11 Lesson eleven

In this lesson, you will practise making a telephone call: phoning someone's home and asking if he is in. You will also learn more about honorific language.

Lesson eleven is on side A of cassette 2, following the recording of the Sounds of Korean. If you have not already used the sounds recording, do so now – in conjunction with the alphabet book – before you continue.

● **Dialogue**

Mr Kim telephones Mr Yi's home and Mrs Yi answers the phone.

Translation

A telephone call

Kim Hello?
Mrs Yi Hello?
Kim Is that Mr Yi's house?
Mrs Yi Yes, it is.
Kim Is Mr Yi there, please?
Mrs Yi (Please wait) just a moment.

Language notes

1 **taek (taeg-)** (3) *house*

You have already seen how some verbs are used in Korean to show respect when talking to or about someone else. For example, you use the verb **chumusida** (*sleep*) instead of **chada** when referring to a superior or someone older. The same is true of some nouns: whereas you would use the word **chip** for your own house, you use **taek** for someone else's to show respect. Notice how when Mr Kim is speaking to Mrs Yi he also uses the more formal style of speech.

2 **Mian-hajiman** (5) [*I'm sorry, but ...*]

This is commonly used to introduce a request or question. It is equivalent here to saying *please* in English: *Is Mr Yi there, please?* (Compare **sillyejiman** in lesson six, language note 1.)

3 **Chamkkan-man** (6) [*Just a moment*]

-man is a particle which can be attached to almost any type of word, meaning *only* or *just*. When **-man** is used, the particles **-ün/-nün**, **-ga/-i** and **-ül/-rül** are usually omitted, for example:

Han'gungmal-man paewöyo. *I study only Korean.*

Hansing-man mögöyo. *I eat only Korean food.*

But **-esö**, for example, is not omitted:

Tosögwän-esö-man kongbu-haeyo. *I study only in the library.*

4 **kürösümnida** (4) [*that is so*]

Note that the verb **küröt'a** is irregular and drops its final stem consonant before certain endings; see the appendix for a full explanation.

Culture note

When Korean women marry, they do not take their husband's surname but continue to use their maiden name. Here, although **Yi puin** is translated as *Mrs Yi*, her surname could be Kim, Pak or Cho, for example.

● Exercise 1

Answer the questions.

Take the part of Mrs Yi: answer the telephone and reply to the questions Mr Kim asks you.

● Exercise 2

Ask questions.

Now play the part of Mr Kim, and find out whether the person you wish to speak to is at home.

■ Exercise 3

Fill in the missing words.

Write the sentences out in full without looking back at the dialogue. After checking your answers with the key, read each sentence out aloud several times, then write it several times.

● Exercise 4

Listen and repeat.

Pay particular attention to the tense consonant **kk** in both words.

Wordlist

chamkkan	잠깐	a little while, a moment
Cho	조	Cho (<i>surname</i>)
kidarida	기다리다	to wait
küröt'a	그렇다	be so, be that way
-man	만	only
Paek	백	Paek (<i>surname</i>)
puin	부인	wife, married lady
taek (taeg-)	택	house, home

12 Lesson twelve

Lesson twelve introduces phrases you might need if you have to go to hospital or visit a doctor. You will also start using the past tense* in this lesson.

Dialogue

Mr Kim goes to hospital to see the doctor, as he feels unwell.

Translation

The hospital

Doctor What's the matter? [Where does it hurt?]

Kim I've come because my head aches.

Doctor How long has it been hurting?

Kim Since this morning.

Doctor How painful is it?

Kim So much so that I can't work.

Language notes

- 1 **Ödi-ga p'yöñch'anüsimnikka?** (1) *What's the matter? [Where does it hurt?]*

Another honorific verb is introduced here: **p'yöñch'ant'a**. The verb **ap'üda** is also used in the dialogue (in the forms **ap'asö**, **ap'üsyössümnikka**, **ap'üsimnikka**), but you will notice that even then the doctor uses the honorific infix **-si-** (so **ap'üda** becomes **ap'üsida**) and uses the polite-formal style throughout.

- 2 **önje-but'ö** (3) *since when*

When the particle **-put'ö** (**-but'ö**) is attached to nouns denoting a time (this includes the question *when?*) it means *since* or *from*. Another example is **ach'im-but'ö**, *since this morning* (see line 4 and notes 3 and 4 below).

- 3 **Ach'im-but'öyo.** (4) *Since this morning.*

Just as in English, it is not always necessary to use a verb in a sentence in Korean. The verb can in some cases be omitted and the sentence simply concluded with the syllable **yo** to indicate politeness. Here, Mr Kim says **ach'im-but'öyo** (*since this morning*) instead of **ach'im-but'ö ap'assöyo** (*it has been hurting since this morning*).

- 4 **ach'im** (4) *morning*

This word has two related meanings: *morning* and *breakfast*. In the same way, **chönyök** (in exercise 1) means *evening* or *dinner*. The word **chömsim** (also in exercise 1) is only used to refer to *lunch*; when you talk about *lunchtime* you attach the word **ttae** (*time, occasion*) to form **chömsimttae**.

- 5 **Öttök'e ap'üsimnikka?** (5) *How painful is it? [In what manner are you unwell?]*

This is used to ask how severe the discomfort or symptoms are.

- 6 **Ir-ül hal su öpsül chöngdoyeyo.** (6) *So much so that I can't work.*

You are familiar with the pattern **-l/-ül su öpta**, *be unable to* (lesson nine, grammar note). When used in the form **öpsül** with the noun **chöngdo** (as here, followed by **-yeyo** from the verb **ida**) it means *to the extent that I cannot, so much so that I cannot*.

Grammar note 1

The past tense

The past tense is used to refer to actions that took place in the past or conditions that existed in the past. As with the future tense, it is formed by placing an infix between the verb stem and verb ending:

at (-ass-)	for verb stems with a or o as the final vowel
yöt (-yöss-)	for verb stems with i as the final vowel (including verbs with the infix -si- , e.g. ap'üsida)
haet (-haess-)	for -hada verb stems
öt (-öss-)	for verb stems with any other final vowel.

To form the polite-informal style, simply add the ending **-öyo**, and to form

the polite-formal style, add **-ümnida** or **-ümnikka**? Here are some examples:

sada	sassöyo (I) bought
mökta	mögössöyo (I) ate
karüch'ida	karüch'yössöyo? did you teach?
poda	pwassümnida (I) saw
itta	issössümnikka? was there ...?
kyesida	kyesyössöyo (he) was (there)
oda – osida	osyössümnida (he) came
ikta – ilgüside	ilgüsyössöyo? did (you) read (it)?

● Exercise 1

Answer the questions.

Taking the role of Mr Kim, answer the doctor's questions, telling him why you have come to see him and how long you have been in pain.

Grammar notes

2 möri-ga ap'asö (2) because my head aches

The pattern verb stem plus **-asö/-ösö/-yösö** is used here to indicate cause or reason. It is used mostly with descriptive verbs, but can be used with other verbs such as **öpta** and **oda**. It usually occurs in the middle of a sentence, followed by another verb (although it can occur at the end; see lesson sixteen). The rules for forming this pattern are the same as those for the **-yo** ending (see lesson one, grammar note 2). For example:

ap'üda	ap'ayo	ap'asö because it hurts
öryöpta	öryöwöyo	öryöwösö because it's difficult
pappüda	pappayo	pappasö because (I'm) busy
itta	issöyo	issösö because there is ...

- 3 You will meet some more examples of irregular verbs in the exercises. **Pappüda** and **ap'üda** (grammar note 2) belong to a group in which the final **ü** of the stem changes to **a** when preceded by **a** or **o** and followed by **ö**:

ap'üda	ap'asö
pappüda	pappasö

Möлта (exercise 2) is another verb like **tüлта** (see lesson 7, grammar note 2); the **l** is dropped when followed by **n**, **p**, **s** or **o**.

● Exercise 2

Change the verb forms.

Now you can practise the pattern described in grammar note 2, which is used to explain the reason why something is happening or has happened.

Grammar note 4

wannüdeyo (2) [I have come ...]

The verb endings **-ünde/-nde/-nüde** can be attached to any verb stem and are used in the middle of a sentence to introduce another related fact which follows (see lesson sixteen). If a speaker does not continue after using this pattern, he is in effect inviting his listener to respond in some way. In this case, as you learned in language note 3, the syllable* **yo** is added to the ending.

- i The ending **-nde(yo)** is attached to descriptive verb stems ending in a vowel, and to **ida**, in the present tense:

ida	indeyo
pappüda	pappüdeyo

- ii **-ünde(yo)** is attached to descriptive verb stems ending in a consonant in the present tense:

chot'a	choündeyo
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- iii **-nüde(yo)** is attached to all other verbs in the present, and to all verbs in the future and past tenses:

kada	kanündeyo (present)
	kagennündeyo (future)
	kannündeyo (past)
mökta	möngnündeyo (present)
	mökkennündeyo (future)
	mögönnündeyo (past)
chot'a	chok'ennündeyo (future)
	choannündeyo (past)

Look out for sound changes like those occurring with **mökta!** Check the table of consonant changes in the alphabet book when practising this pattern, and listen very carefully to the pronunciation on the cassette.

Exercise 3

Change the verb forms.

Now practise the pattern introduced in grammar note 4, paying particular attention to the consonant changes. Listen to the whole exercise first and try to guess the forms before you hear them. If necessary, refer to the chart in the alphabet book. Then speak in the pauses; practise several times.

Exercise 4

Fill in the missing words.

Write out each sentence in full, and practise reading and writing the correct versions.

Exercise 5

Listen and repeat.

Several important sound changes are practised here. Listen carefully and imitate as closely as you can the voice on the tape.

Wordlist

ach'im	아침	morning, breakfast
ap'üda	아프다	be painful, sore
-but'ö	부터	since, from
chömsim	점심	lunch
chöngdo	정도	degree, extent
chönyök (chönyög-)	저녁	evening, dinner
hot'el (hot'er-)	호텔	hotel

il(ir-)	일	job, work
kyot'ong	교통	transport
nalssi	날씨	weather
mas-i öpta	맛이 없다	be flavourless
mölta	멀다	be far, distant
möri	머리	head
öje	어제	yesterday
öjebam	어제 밤	yesterday evening, last night
önje	언제	when?
öttök'e	어떻게	how?, in what way?
pae	배	stomach
-put'ö	부터	since, from
pyöngwön	병원	hospital
p'al(p'ar-)	팔	arm
p'yöñch'ant'a	편찮다	be unwell
sigan	시간	time, an hour
tari	다리	leg
ttae	때	a time, occasion
tüng	등	back

13 Lesson thirteen

This lesson introduces more phrases to use when talking to the doctor. You will also learn how to say *it seems that* something is so.

• Dialogue

The doctor talks to Mr Kim, who is recovering from an illness, about his symptoms.

Translation

Illness

Doctor How are you feeling today?

Kim A lot better. [It seems a lot better.]

Doctor Is your throat still sore?

Kim Yes, a little, but it's not bad.

Doctor Even so, please keep taking this medicine [please take ... a little more]. It's very good medicine.

Language notes

1 **Mani nan köt kat'ayo.** (2) *It seems a lot better.*

This phrase contains a special verb pattern for saying that something *seems* to be so. It is explained in grammar note 1.

2 **sim-haji-nũn anayo** (4) *it's not bad*

The particle **-nũn** is attached here to **sim-haji** for emphasis; the sentence would otherwise be **sim-haji anayo**. Mr Kim is emphasizing to the doctor the fact that, although his throat is still sore, it isn't really serious.

3 **chom** (4) *a little*

Chom has two meanings: *some, to some extent* (as here) and also *please, just*, when used in a request.

• Exercise 1

Answer the questions.

Tell the doctor how you are feeling today. Answer as Mr Kim did in the dialogue, and try to do it from memory.

• Exercise 2

Ask questions.

After hearing the clue words, play the role of the doctor and ask Mr Kim if he is still in pain. Look up the meaning of the clue words first.

Grammar notes

1 In Korean, when you want to say that something seems to be so rather than that it is so, you use the pattern verb + ending + **kõt kat'ayo**. This pattern can be used in different tenses and can be put into polite-formal speech by changing the verb from **kat'ayo** to **katsũmnida**.

i In the present tense (*it seems that ... is happening/it seems that ... is so*) the ending **-n köt kat'ayo** is attached to **ida** and descriptive verb stems ending in a vowel:

Haksaengin köt kat'ayo. *It seems that he is a student.*

Pissan köt kat'ayo. *It seems it is expensive.*

-ũn köt kat'ayo is attached to descriptive verb stems ending in a consonant:

Choũn köt kat'ayo. *It seems to be good.*

-nũn köt kat'ayo is attached to action verbs, **itta** and **õpta**:

Chal hanũn köt kat'ayo. *He seems to do it well.*

Pi-ga onũn köt kat'ayo. *It seems to be raining.*

(For a reminder of the distinction between descriptive verbs and action verbs, see appendix.)

ii In the past tense (*it seems that ... happened/it seems that ... was so*) the ending **-n köt kat'ayo** is attached to action verb stems ending in a vowel:
Sukche-rũl han köt kat'ayo. *It seems she has done her homework.*

-**ün köt kat'ayo** is attached to action verb stems ending in a consonant:
Mani mögün köt kat'ayo. *It seems he ate a lot.*

iii The future tense of this pattern will be introduced in lesson twenty-seven.

2 Irregular verbs

In the phrase **mani nan köt kat'ayo**, **nan** is a form of the irregular verb **natta**. The verb stem loses its final consonant when followed by a vowel:
natta naassöyo (nat + assöyo)

You will meet this verb again in exercise 3.

Another irregular verb which you will find in the exercises is **pparüda**. This belongs to a group of irregular verbs with stems ending in **rũ**. When the syllable **rũ** is followed by **ö** and preceded by **a** or **o**, it changes to **la** and **l** is added to the preceding syllable:

pparüda (be fast) **ppallayo**
morüda (not know) **mollayo**

When followed by **ö** and preceded by any other vowel, the **rũ** changes to **lö** and **l** is added:

purüda (call, sing) **pullöyo**

In exercise 3, **maepta** (be hot, spicy) and **öryöpta** (be difficult, hard) have stems ending in **p**, which changes to **u** when followed by a vowel:

maepta **maewöyo** (mae + u + öyo)
öryöpta **öryöwöyo** (öryö + u + öyo)

For more examples of these groups of irregular verbs, see appendix.

• Exercise 3

Change the sentences.

In this exercise you will hear a series of statements. During the pause, change each sentence so that you are saying that it seems to be so, rather than that it is so. For instance, in the example, *it's a lot better* becomes *it seems a lot better*.

■ Exercise 4

Fill in the missing words.

Complete the sentences, without looking back at the dialogue and exercises. Then check your answers and practise reading the sentences.

Grammar note 3

choŭn yak (6) *good medicine*

Here, **choŭn** is a noun modifier*: it is used to describe a noun, in the same way that adjectives* or relative clauses* are used in English. Noun modifiers can be formed from both descriptive verbs (e.g. *nice weather* — like an adjective) and action verbs (e.g. *the man who is reading* — like a relative clause). The noun modifier always appears before the noun.

i Descriptive verbs take **-n** or **-ün** to become noun modifiers in the present tense. Those with stems ending in a vowel take **-n**:

yeppüda be pretty **yeppün ot** pretty clothes
pißada be expensive **pißan ch'aek** an expensive book

Those with stems ending in a consonant take **-ün**:

chot'a be nice **choŭn nalssi** nice weather
katta be the same **kat'ün ch'aek** the same book

ii Action verbs, **itta** and **öpta** take **-nün** to become noun modifiers in the present tense:

yöngö-rül karüch'inün saram the person who is teaching English
ch'aeg-ül ingnün haksæng the student who is reading a book

iii They take **-n** or **-ün** to become noun modifiers in the past tense (**-n** for verb stems ending in a vowel, **-ün** for those ending in a consonant):

tambæ-rül san saram the person who bought cigarettes
ch'aeg-ül ilgün haksæng the student who read the book

iv Noun modifiers in the future tense will be introduced in lesson twenty-seven.

● Exercise 5

Change the sentences.

You will hear a statement describing something to you: in the example, *the weather is good*. Using the pattern studied in grammar note 3, change the sentence round: *good weather*.

● Exercise 6

Listen and repeat.

Practise carefully the pronunciation of the four words or phrases you hear on the tape.

Wordlist

ajik-to	아직도	yet, still
chihach'öl (chihach'ör-)	지하철	underground railway
choa-hada	좋아하다	to like
chom	좀	a little, rather
katta	같다	be the same, identical
kibun	기분	feelings, frame of mind
kimch'i	김치	spicy, pickled vegetables
kūraedo	그래도	even so, nevertheless
maepta	맵다	be hot, spicy
mani	많이	much, lots, plenty
mok (mog-)	목	neck, throat
munjang	문장	composition
natta	낫다	get well, recover
onül (onŭr-)	오늘	today
pakkuda	바꾸다	change, alter
pi	비	rain
ppalli	빨리	quickly
pparŭda	빠르다	be fast

pyöng	병	illness
p'yön-hada	편하다	be convenient, easy
sim-hada	심하다	be severe, extreme
son	손	hand
tö	더	more
ŭmsik (ŭmsig-)	음식	food, food and drink
yak (yag-)	약	medicine

14 Lesson fourteen

The subject of this lesson is sport and exercise; you will learn to discuss the sport you like and say with whom you do the sport.

Dialogue

Mr Kim and Mr Yi talk about sport.

Translation

Exercise

Kim What kind of exercise do you take?

Yi I go jogging every morning.

Kim Do you go every day?

Yi Yes, almost every day.

Kim Do you go alone?

Yi No, with my wife.

Language notes

1 musŭn (I)

Musŭn can have two meanings, according to the intonation used in the sentence: *some kind of* in a statement or a question with rising intonation, and *what kind of?* in a question with falling intonation.

2 musŭn undong-ŭl haseyo? (I) what kind of exercise do you take?

In Korean, many verbs consist of a noun plus **hada** (do). The object particle **-ŭl/-rŭl** can be placed between the noun and **hada** with no difference in meaning:

undong **undong-hada** or **undong-ŭl hada** take exercise

chyoging **chyoging-hada** or **chyoging-ŭl hada** go jogging

suyŏng **suyŏng-hada** or **suyŏng-ŭl hada** swim

3 ach'im-mada (2) every morning

The suffix **-mada**, with the meaning *every, all*, can be attached to any noun. Other examples are:

saram-mada everyone

chim-mada every house

4 uri chipsaram (6) my wife [our houseperson]

In lesson seven you learned the personal pronoun* **chŏ** (I). Here is another: **uri**, we or us. **Uri chipsaram** means literally *our houseperson* (see culture note).

5 uri chipsaram-gwa kach'i (6) with my wife

The phrase **-gwa kach'i** is attached to nouns ending in a consonant, and **-wa kach'i** to nouns ending in a vowel, meaning *together with, in the company of*. (Note that the particle is spelled **-gwa** after certain consonants.) More examples:

kajok-gwa kach'i with one's family

Kim yang-gwa kach'i with Miss Kim

Kach'i as an independent word means *as, like, together*.

Culture note

In the same way that one uses special nouns to show respect to others in conversation, there are nouns which are used only when talking about oneself. When speaking about someone else's wife, it is correct to use the word **puin**, but when talking of one's own wife the phrase **uri chipsaram** (literally *our houseperson*) is commonly used.

Exercise 1

Answer the questions.

Tell Mr Kim what sport you enjoy and the person with whom you play it. First listen to the exercise right through, paying attention to the clue words; look up their meaning.

Exercise 2

Answer the questions.

Answer Mr Kim's questions in the affirmative, as in the example. Again, look up the new words first.

■ Exercise 3

Fill in the missing words.

Without referring to the text, write out each sentence in full and practise reading them all out loud.

● Exercise 4

Listen and repeat.

Pronounce each word or phrase carefully during the pause, and pay particular attention to the sound change in the phrase **chönyöng-mada**.

Wordlist

chajö'n'gö	자전거	bicycle
chumal (chumar-)	주말	weekend
chyoging	조깅	jogging
chyoging-ül hada	조깅을 하다	go jogging
-gwa	과	with
hae	해	year
honja	혼자	alone, by oneself
kach'i	같이	as, like, together
kajok (kajog-)	가족	(members of a) family
köüi	거의	almost, practically
-kwa	과	with
-mada	마다	every
musün	무슨	what?, what kind of?, some kind of
nal (nar-)	날	day
suyöng	수영	swimming
suyöng-ül hada	수영을 하다	to swim
undong	운동	sport, exercise
undong-ül hada	운동을 하다	take exercise, play a sport
uri	우리	we, us
uri chipsaram	우리 집사람	my wife
-wa	와	with

15 Lesson fifteen

This is a revision lesson to enable you to practise and consolidate what you have learned in the first four lessons of level two. There is no new grammar, but a few new words and useful phrases.

● Dialogue

Having recovered from his illness, Mr Kim telephones the hospital to thank the doctor who treated him.

Translation

Review

- Doctor* Hello? This is the hospital.
Kim Doctor, I haven't seen you for a long time.
Doctor Ah! Mr Kim, how are you?
Kim Completely better, thanks to you.
Doctor Really? Well then, please take some exercise too.
Kim Yes, in any case, these days I go swimming every evening.

Language notes

- oraeganmanimnida** (2) *I haven't seen you for a long time, it's been a long time since we last met*
 This is a popular greeting.
- tökpun-e** (4) *thanks to (you), with (your) help*
 This phrase is used when expressing gratitude to someone. Another example:
Kim söngsaeng-nim tökpun-e. Thanks to Mr Kim.
- naassümnida** (4) *(It's) better*
 Note the form which the irregular verb **natta** takes here. (See lesson thirteen, grammar note 2.)

4 **undong-do** (5)

The particle **-to** (or **-do**) can be attached to almost any word in a sentence and means *too, also*. Note that when this particle is used, the particles **-ŭn/-nŭn**, **-ga/-i** and **-ŭl/-rŭl** are usually omitted (compare the use of **-man** in lesson eleven, language note 3).

Yŏngŏ-do paewŏyo. *I study English too.* (i.e. in addition to other subjects)

Kim sŏnsaeng-nim-do han'gungmar-ŭl karŭch'iseyo. *Mr Kim teaches Korean too.* (i.e. in addition to other people)

Tosŏgwan-esŏ-do kongbu-haeyo. *I study in the library too.* (i.e. in addition to other places)

When used with a negative verb, **-to** means *either*:

Sagwa-do saji anassŏyo. *I didn't buy apples either.*

Han'gungmal-to shwipchi anayo. *Korean isn't easy either.*

Culture note

You will remember that, when he first went to see the doctor (lesson twelve), Mr Kim used the polite-informal style of speech, while the doctor addressed his patient rather more formally. Now that the doctor has cured him, Mr Kim uses a formal style of speech to express his gratitude.

● **Exercise 1**

Practise the dialogue.

Taking the part of Mr Kim, practise the conversations based on the dialogue which you have studied. Use the clue words and reply during the pauses. Find out the meaning of the new words.

● **Exercise 2**

Make sentences.

You will hear three clue words with which you have to make a sentence, using the pattern of the example. (In the example, the words *evening*,

do homework are used to form the sentence *I do my homework every evening.*) Note that when **kada** is preceded by a direct object it indicates the purpose of going (e.g. number 4: *go for a trip*).

■ **Exercise 3**

Fill in the missing words.

After writing out the sentences and checking your answers, practise writing and saying each sentence until you can do so from memory.

● **Exercise 4**

Change the verb forms.

Practise changing the verbs into the past tense, using both the polite-informal and polite-formal styles of speech, as in the example. Look back to lesson twelve, grammar note 1 for help with this exercise.

Wordlist

a	아	ah!
-do	도	also, too, even
kŭraeyo	그래요	really?
kŭrŏch'i anado	그렇지 않아도	anyway, in any case
mandŭlta	만들다	make, prepare
oraeganmanimnida	오래 간만입니다	I haven't seen you for a long time
paksa	박사	doctor, Dr
ta	다	all, everything, everyone
talligi	달리기	running
talligi-rŭl hada	달리기를 하다	go running
-to	도	also, too, even
tŏkpun	덕분	kindness, help
yŏhaeng	여행	travels, journey
yŏhaeng-ŭl kada	여행을 가다	go on a journey
yojŭm	요즘	these days

16 Lesson sixteen

16 Lesson sixteen

Telling the time in hours is explained in this lesson, and you can also practise making arrangements to meet friends and go out together.

Dialogue

Mr Kim and Mr Yi arrange to meet and have dinner together.

Translation

An appointment

Kim Do you have some free time today?

Yi I've no appointments so far – why do you ask?

Kim I thought we could have dinner together (or something).

Yi Is there any special reason?

Kim No, how would 6 o'clock be? [how is 6 o'clock?]

Yi Fine. Let's meet then.

Kim Well then, let's meet at my house.

Language notes

- 1 **sigan chom issüseyo?** (1) *do you have some free time?*

Sigan(-i) itta means literally *have time* and is used in the sense of *be free, have no appointments*.

- 2 **chönyöŋ-ina** (3) [*dinner or something*]

The particle **-na/-ina** has several meanings. Here it means *or something*, showing that there is a choice or alternative. **-na** is attached to nouns which end in a vowel and **-ina** to nouns which end in a consonant:

k'öp'i-na *coffee (or something)*

kabang-ina *a briefcase (or something)*

- 3 **choün ir-i issüseyo?** (4) [*do you have/is there a nice matter?*]

Mr Yi is asking whether there is a special reason for Mr Kim's invitation.

- 4 **yösössi** (5) *six o'clock*

Telling the time in Korean is explained in grammar note 2.

- 5 **kũ ttae mannapsida** (6) *let's meet then*

Kũ ttae (*then*) is a combination of the demonstrative pronoun **kũ** (*that*) and **ttae** (*time*). The particle **-e** could be used here, giving the literal meaning *at that time*, but is frequently dropped in such expressions.

Mannapsida is the polite-formal way of making a suggestion or proposing to do something. It will be studied in detail in lesson twenty-nine.

- 6 **uri chip** (7) *my house/our house*

Grammar notes

- 1 **ömnünde** (2)

You are familiar with the pattern verb + **-nünde/-ünde/-nde**. (See lesson twelve, grammar note 4, if you have forgotten the rules for adding this ending to the verb stem or stem plus past or future infix.) It is used in the middle of a sentence to introduce a related fact or action. The second part of the sentence may either contrast with, or simply follow on from, the first part. This pattern may therefore be translated as *and*, *but*, or *so*, or by a dash, as in the dialogue. Here are some examples:

Choünde ... *It's good, and/but/so ...*

Haksaenginde ... (*He's*) *a student, and/but/so ...*

Yöngö-rül kongbu-hanünde ... *I'm studying English, and/but/so ...*

Kannünde ... *I went, and/but/so ...*

Hagennünde ... *I'll do it, and/but/so ...*

- 2 Time

When telling the time in Korean, you use the Korean numerals studied in lesson eight plus **si** for the hours:

hansi *one o'clock*

ilgopsi *seven o'clock*

The Koreans do not use the 24-hour clock; to make it clear that you are talking about the morning you use the word **ojön**, and for the afternoon **ohu**:

ohu sesi *three pm*

You will learn to tell the time in hours and minutes in lesson eighteen.

● Exercise 1

Practise the dialogue.

Playing the role of Mr Kim, find out if Mr Yi is free to meet you, and arrange a time and place for the meeting. First listen and check the meaning of any unfamiliar clue words.

Grammar note 3

halkka haesöyo (3)

This is a combination of two patterns. First, the ending **-lkka/-ülkka hada** is attached to the verb stem, giving the meaning *thinking of (doing something)*. The ending **-lkka hada** is attached to verb stems ending in a vowel:

sada salkka haeyo

and the ending **-ülkka hada** to those ending in a consonant:

mökta mögülkka haeyo

Ch'in'gu-rül mannalkka haeyo. *I'm thinking of meeting my friend.*

Kwair-ül salkka haeyo. *I'm thinking of buying some fruit.*

Then the ending **-asö/-ösö/-yösö**, indicating reason or cause (see lesson twelve, grammar note 2), is added, giving:

Chönyög-ina kach'i halkka haesö ...

Finally, note that this is an incomplete sentence; as you saw in lesson twelve, grammar note 3, the final verb* of a sentence can be omitted and **-yo** added to the last word:

Chönyög-ina kach'i halkka haesöyo. *Because I thought we could have dinner together (or something).*

● Exercise 2

Change the verb forms.

Practise the combination of patterns explained in grammar note 3, saying what it is that you are thinking of doing.

■ Exercise 3

Fill in the missing words.

After checking your answers with the key at the back of the textbook, practise writing and reading the sentences.

● Exercise 4

Listen and repeat.

You will hear a voice on the tape telling you the time. Listen carefully and imitate the pronunciation as closely as you can.

● Exercise 5

Listen and repeat.

Take care over the aspirated consonant **t** which is pronounced as **ch'** when followed by **i** and the tense consonant **kk** in the second phrase.

Wordlist

ajik	아직	still, so far
-ina	이나	or, or something
more	모레	day after tomorrow
mwö	뭐	what?
Myöngdong	명동	a place
-na	나	or, or something
naeil (naeir-)	내일	tomorrow
ojön	오전	a.m.
ohu	오후	p.m.
p'yönji	편지	letter
sajin	사진	photograph
-si	시	o'clock
siksa	식사	meal

sinae	시내	town centre
suyŏngjang	수영장	swimming pool
tchikta	찍다	take (a photograph)
wae	왜	why?
yaksok (yaksog-)	약속	promise, appointment
yŏltu	열두	twelve
yŏrhan	열한	eleven

17 Lesson seventeen

In lesson seventeen you will learn the names of some Korean dishes, and you will be asked to say what kind of food you like best.

● Dialogue

Mr Kim and Miss Pak talk about their favourite food.

Translation

Food

Kim	What kind of food do you like?
Miss Pak	I like Korean food.
Kim	What Korean food do you like best?
Miss Pak	I like pulgogi best.
Kim	I like naengmyŏn .

Language notes

- hansik-chung-esŏ (3)** [*among Korean foods*]
Here the suffix **-chung**, meaning *among*, and the particle **-esŏ**, meaning *from*, are attached to the noun **hansik**. Together they mean *among, out of, between*.
- cheil (3)**
This is the superlative* marker meaning *the most*. It can be placed before descriptive verbs, noun modifiers or adverbs, for example:
Igŏs-i cheil choayo. *This is the best.*
cheil k'ŭn chip *the biggest house*
Kŭ saram-i cheil chal haeyo. *He does it best.*

Culture note

Korean food

Although garlic and hot chilli peppers are used in large amounts in many Korean dishes (notably winter **kimch'i** — highly spiced, pickled vegetables), there are other dishes with subtle, delicate flavours, especially some of the vegetable side dishes which accompany a meal. A bowl of rice and a bowl of soup are served at most meals together with a variety of side dishes, including one or more types of **kimch'i**. Perhaps the most popular dishes among westerners are **pulgogi** (strips of meat marinated in soy sauce, sesame oil, pepper, garlic, spring onions and sesame seeds, and grilled over charcoal), and **kalbi** (short ribs cooked in the same way). Also popular, as side dishes, are **pindaettök** (a ground bean pancake) and **p'ajon** (spring onion pancake). Fruit is usually served at the end of a meal, and **ttök** (rice cakes) on special occasions.

Japanese and Chinese food are popular in Korea, and western food, almost unknown ten years ago, is gaining popularity, especially among young Koreans.

Exercise 1

Answer the questions.

Play the part of Miss Pak; tell Mr Kim what kind of food you like to eat and what is your favourite dish. Check the meaning of the clue words first.

Exercise 2

Practise the dialogue.

Now play the part of Mr Kim and ask Miss Pak about her preferences in food. Start speaking when you hear the tone before each dialogue.

Exercise 3

Make sentences.

In this exercise you will be given the name of a dish and an adverb. As in the example, make two sentences using these words and the verbs **choa-hada** (*like*) and **sirō-hada** (*dislike*). Make sure you know the meaning of the sentences you have made; look up any words you are unsure of.

Exercise 4

Make sentences.

Write out each sentence filling in the blanks with an adverb selected from those given. Each adverb can be used in every sentence, so practise writing and reading each sentence, changing the adverbs.

Exercise 5

Listen and repeat.

Watch out for the tense consonants **kk** and **tt**, and also the aspirated consonant **p'** in these words and phrases.

Wordlist

cheil	제일	first, best, most
chōn'gol (chōn'gor-)	전골	chōn'gol , sukiyaki
-chung	중	of, among, between
haembōgō	햄버거	hamburger
hansik (hansig-)	한식	Korean food
hwasik (hwasig-)	화식	Japanese food
-jung	중	of, among, between
kalbi	갈비	ribs of beef
kūdaūm-ūro	그 다음으로	after that, next
k'olla	콜라	cola

naengmyŏn	냉면	cold noodles
pulgogi	불고기	barbecued meat
p'ajŏn	파전	kind of pancake
p'ŏk	떡	very much
saengsŏnhoe	생선회	raw fish, sashimi
sat'ang	사탕	sweets
sigŭmch'i	시금치	spinach
sirŏ-hada	싫어하다	dislike
sŭp'agett'i	스파getti	spaghetti
sŭt'eik'ŭ	스테이크	steak
ttŏk (ttŏg-)	떡	rice cake
tubŏntchae-ro	두번째로	second (best)
yangsik (yangsig-)	약식	Western food

18 Lesson eighteen

There is more about telling the time in this lesson, and you will learn to count using the Sino-Korean numerals. You will also find out how to say that you must do something or that something will probably happen.

• Dialogue

Mr Kim and Mr Yi discuss travelling around Seoul.

Translation

Transport (one)

- Kim* Is it far from here?
Yi Yes, we must take a taxi.
Kim Is it that far?
Yi It's not particularly far, but you can't walk it.
Kim How long does it take by taxi?
Yi It'll probably take about ten minutes.

Language notes

1 *yŏgi-sŏ (1) from here*

Here the particle **-esŏ** (contracted to **-sŏ**) is used with another meaning: *from*, indicating a starting point. So **hakkyo-esŏ** (lesson five) can mean *from school* as well as *at school*.

You will remember studying the demonstrative pronouns **i**, **kŭ** and **chŏ** in lesson three (grammar note 2). These are the corresponding place indicators:

- yŏgi** *here* (close to the speaker)
kŏgi *there* (quite close, or a place mentioned before)
chŏgi *over there* (distant from both speaker and listener)

2 *Pyŏllo mŏlchi-nŭn anch'iman, kŏro kal su-nŭn ŏpsŏyo. (4) It's not particularly far, but you can't walk it.*

The particle **-nŭn** (see lesson three) is added here for emphasis: *'It's not*

that it's far from here, but you can't walk it.' (That is, it's complicated to get there and you have to take a taxi.)

- 3 **Han sippuntchŭm köllil köyeyo.** (6) *It'll probably take about ten minutes.*
The pattern -l/-ül köyeyo (polite-informal style) or -l/-ül kömnida (polite-formal style) can be used with any verb, when you want to say that something will probably happen. (This is called the tentative future tense*.)

Verb stems ending in a vowel take the endings -l köyeyo and -l kömnida:
Pi-ga ol köyeyo.
Pi-ga ol kömnida. *It will probably rain.*

Verb stems ending in a consonant take the endings -ül köyeyo and -ül kömnida:

Kŭ ch'aeg-ül ilgŭl köyeyo.
Kŭ ch'aeg-ül ilgŭl kömnida. *I will probably read that book.*
Choül köyeyo.
Choül kömnida. *It will probably be good.*

Grammar notes

1 Sino-Korean numerals

In lesson eight you studied the native Korean numerals. The Sino-Korean numerals are used for telling the time in minutes and counting money, among other things. Some of them should be familiar from the lesson numbers in your textbook. The numbers 1 to 10, 100, 1000 and 10,000 are:

1	il	10	sip (sib-)
2	i	100	paek (paeg-)
3	sam	1000	ch'ŏn
4	sa	10,000	man
5	o		
6	yuk (yug-)		
7	ch'il (ch'ir-)		
8	p'al (p'ar-)		
9	ku		

Other numbers are formed by combining these words:

20	isip (isib-)	60	yuksip (yuksib-)
30	samsip (samsib-)	70	ch'ilsip (ch'ilsib-)
40	sasip (sasib-)	80	p'alsip (p'alsib-)
50	osip (osib-)	90	kusip (kusib-)

Higher or more complicated numbers are formed in the same way in this order: tens of thousands, thousands, hundreds, tens and units.

37	samsipch'il
214	ibaeksipsa
3591	samch'ŏnobaekkusibil
68,000	yungmanp'alch'ŏn

As always, be on the look-out for consonant changes:

160	paengnyuksip
16	simnyuk

2 Telling the time

In lesson 16 (grammar note 2) you learned to tell the hours: Korean numeral plus **si**. To tell the minutes, add **-pun (-bun)** to the Sino-Korean numerals:

tusi sibobun 2.15

nesi isimnyukpun 4.26

To say *it is* a certain time, add the appropriate form of the verb **ida**:

tusi sibobunimnida *it's* 2.15

nesi isimnyukpuniyeyo *it's* 4.26

When you want to say *at* a particular time, use the particle **-e**:

tusi-e *at* 2.00

When you want to give an approximate length of time, you use the phrase **han ...tchŭm**:

han sippuntchŭm (6) *about ten minutes*

han obuntchŭm *about five minutes*

To talk about hours, use the measure word **sigan** (which you met in lesson twelve as an independent word meaning *time*). Half hours are expressed by adding **-ban**, *half*.

han tusigantchŭm *about two hours*

han hansiganbantchŭm *about an hour and a half*

● Exercise 1

Answer the questions.

Tell Mr Kim what means of transport you must take to reach your destination, and how long it will take to get there.

● Exercise 2

Ask questions.

Now take the part of Mr Kim and find out how long your journey will take. Check the meaning of the clue words first. Start speaking when you hear the tone before each dialogue.

Grammar note 3

t'aya haeyo (2) (we) must take

The pattern verb stem + **-aya/-ōya/-yōya hada** expresses obligation or necessity: one *has to* do it, or *must* do it. The same rules apply for forming this pattern as for the **-asō** pattern and the **-yo** ending (see lesson one, grammar note 2).

kada	kaya haeyo	I must go
ikta	ilgōya hamnida	I must read
kongbu-hada	kongbu-haeya haeyo	I must study

The final verb **hada** can also, of course, be used in the past or future tense:

T'aeksi-rŭl t'aya haessōyo. *I had to take a taxi.*

Chib-e kaya hagessōyo. *I'll have to go home.*

■ Exercise 3

Change the verb forms.

Using the pattern studied in grammar note 3, write out sentences saying that you have to do the various activities given as clue phrases. Make sure you know the meaning of the sentences you have made.

■ Exercise 4

Fill in the missing words.

Without looking back at the text, write out each sentence filling in the blanks, and then write and read the corrected versions several times.

● Exercise 5

Listen and repeat.

Listen to the numbers of hours and minutes given on the tape and imitate the pronunciation of the speaker as closely as you can.

● Exercise 6

Look at the pictures and tell the time.

Listen to the exercise all the way through first, and then rewind. Look at the clocks in your textbook and say the time; start when you hear the tone.

● Exercise 7

Listen and repeat.

There are some important sounds and sound changes for you to practise here; listen closely and pronounce each phrase very carefully.

Wordlist

chōgi	저기	(over) there
ch'il (ch'ir-)	칠	seven
ch'ilsip (ch'ilsib-)	칠십	seventy
ch'ōn	천	thousand
han.....tchŭm	한.....쯤	about
i	이	two

il (ir-)	일	one
isip (isib-)	이십	twenty
kich'a	기차	train
kōgi	거기	there
kōllida	걸리다	take (time)
kōrō kada	걸어가다	walk, go on foot
ku	구	nine
kūrim	그림	picture, painting
kūrōk'e	그렇게	that much, to that extent
kusip (kusib-)	구십	ninety
man	만	ten thousand
mar-hada	말하다	speak, tell, say
o	오	five
ōlmana	얼마나	how much (about)?
osip (osib-)	오십	fifty
paek (paeg-)	백	hundred
pan	반	half
pun	분	a minute
p'al (p'ar-)	팔	eight
p'alsip (p'alsib-)	팔십	eighty
sa	사	four
sam	삼	three
samsip (samsib-)	삼십	thirty
sasip (sasib-)	사십	forty
sip (sib)	십	ten
-sō	서	from, at, in
t'aeksi	택시	taxi
yōgi	여기	here
yuk (yug-)	육	six
yuksip (yuksib-)	육십	sixty

19 Lesson nineteen

In lesson nineteen, you will learn how to say whether or not you have done something before, and practise talking further about your favourite food and restaurants.

• Dialogue

Mr Kim asks Miss Pak about her favourite restaurant.

Translation

Experience

Kim	Have you been to this restaurant before?
Miss Pak	No, this is the first time.
Kim	Which restaurant do you usually [frequently] go to?
Miss Pak	I often go to a Korean restaurant.
Kim	Then do you know pindaettōk ?
Miss Pak	Yes, I've eaten [tried eating] it several times.

Language notes

- siktang-el (3) [to a restaurant]**
-el is a contraction of **-e-rül**. The object particle may be used with **kada** or omitted, with no difference in meaning: you can say **siktang-e kayo** or **siktang-el kayo**.
- aseyo (5)**
This is a form of the irregular verb **alta** (know, be familiar with), which drops the **l** before **n**, **p**, **s** or **o** (see appendix).

Culture note

Korean restaurants

In Korea, many restaurants specialize in one particular dish or type of food — these restaurants are usually called by the name of the dish and **chip**. So, the speciality of a **pulgogijip** is **pulgogi**, and that of a **hansikchip** is Korean food. A **punsikchip** sells many flour-based dishes, which are usually eaten as light meals or snacks, such as noodles, dumplings (**mandu**) and dumpling soup (**manduguk**).

Exercise 1

Answer the questions.

Play the part of Miss Pak; tell Mr Kim what kind of restaurant you go to regularly and also tell him about the dishes you have tried.

Grammar notes

1 mögö pwassöyo (6) [tried eating]

You have already come across **poda** as a verb in its own right, meaning *look* or *see*. When added to a verb stem plus the **-a/-ö/-yö** ending it means *try doing*, in the sense of *trying something to see what will happen* (as opposed to attempting to do something):

mökta mögö poda try eating

ikta ilgö poda try reading

kada ka poda try going to

mutta murö poda try asking

The final verb **poda** takes different endings in the usual way:

Murö pwassümnida. I tried asking.

Murö pogessöyo. I'll try asking.

2 wa pon ir-i issüseyo? (1) have you been before?

You can combine the pattern explained in grammar note 1 with the phrase **ir-i itta/öpta**, to *have/not have the experience*, to tell people whether or not you have done something before. (The verb **poda** is changed into its past modifier form; see lesson thirteen. **Pon ir-i itta/öpta** means literally *the experience of having tried to ... exists/does not exist*.)

It is probably easiest to remember the whole pattern: verb stem + **-a/-ö/-yö pon ir-i itta/öpta**. Here are some examples:

kada	(ka poda)	Ka pon ir-i issöyo. I've been (there) before.
mökta	(mögö poda)	Mögö pon ir-i öpsöyo. I've never eaten (it) before.
masida	(masyö poda)	Masyö pon ir-i issüseyo? Have you ever drunk it before?

Exercise 2

Change the sentences.

You will hear a statement: in the example, *I read that book*. Make two sentences, the first saying that you have done this before (*I have read that book before*) and the second saying that you haven't (*I have never read that book before*).

Exercise 3

Ask questions.

Now practise making sentences asking other people whether or not they have done certain things before, using the clue phrases you are given. Look up any new words.

Exercise 4

Listen and repeat.

Listen carefully and imitate the pronunciation as closely as you can.

Wordlist

alta	알다	know, be familiar with
chaju	자주	frequently, often
-el	엔	to, in, at, on

hansikchip (hansikchib-)	한식 집	Korean restaurant
kŏlta	걸다	to telephone (a person)
kyŏnghŏm	경험	experience
Kyŏngju	경주	<i>a place</i>
mandu	만두	dumplings
manduguk (mandugug-)	만두국	dumpling soup
Miguk (Migug-)	미국	America
myŏtpŏn	몇번	several times
ŏnŭ	어느	which one?
pindaettŏk (pindaettŏg-)	빈대떡	lentil pancake
punsikchip (punsikchib-)	분식 집	punsik restaurant
soju	소주	alcoholic drink
tan'gol (tan'gor-)	단골	favourite, regular establishment
tŭngsan	등산	hiking
tŭngsan-ŭl hada	등산을 하다	go hiking

20 Lesson twenty

This lesson revises the main points covered in lessons sixteen to nineteen, and it is followed by the second progress test so that you can check how much you now know.

• Dialogue

Mr Kim invites Miss Pak to dinner.

Translation

Review

Kim	What sort of food do you like?
Miss Pak	I like pulgogi and naengmyŏn .
Kim	Have you ever been to a sŏllongt'ang restaurant?
Miss Pak	Not yet. [I haven't been yet.]
Kim	Well then, I'll treat you.
Miss Pak	Is it far from here?
Kim	Yes, we must take a taxi.
Miss Pak	How long does it take by taxi?
Kim	It'll probably take about 15 minutes.

Language note

pulgogi-wa naengmyŏn (2) pulgogi and naengmyŏn

In lesson fourteen you studied the phrase **-wa/-kwa kach'i**: *together with, in the company of*. The particle **-wa/-kwa** is used on its own to link two nouns with the meaning *and*. (**-wa** is attached to nouns ending in a vowel, and **-kwa** to those ending in a consonant.)

sagwa-wa pae *apples and pears*

ch'aek-kwa yŏnp'il *books and pencils*

sŏngnyang-gwa tambae *matches and cigarettes*

● **Exercise 1**

Answer the questions.

Play the part of Miss Pak and tell Mr Kim about your favourite foods and the restaurants you have visited. Then (from question 3) play the part of Mr Kim and tell Miss Pak how to get to the restaurant you propose to visit and how long it will take.

■ **Exercise 2**

Fill in the blanks with -wa or -kwa.

Link each pair of nouns.

● **Exercise 3**

Listen and repeat.

In lesson eighteen you learned about the Sino-Korean numerals. Here is another chance for you to practise pronouncing these numbers.

Well done! You have now reached the end of level two. Before you go on to the progress test, spend some time revising what you have learned in lessons eleven to twenty. Read through the dialogues, make sure that you understand the language notes and look over the vocabulary. When you feel satisfied that you have understood all the main points, begin the test.

Wordlist

che	제	I (subject)
hant'ök naeda	한턱 내다	treat someone
pibimbap (pibimbab-)	비빔밥	hashed rice
söllongt'angjip	설농탕집	söllongt'ang
(söllongt'angjib-)		restaurant
ttonŭn	또는	or else
yönp'il (yönp'ir-)	연필	pencil

Level two Test

As with the first test, find a quiet place where you can concentrate. Try to complete the test in a single session, and allow yourself 40 to 45 minutes. Do not forget to look first at the wordlist to familiarize yourself with the few new words which appear in the test.

● **Question 1**

Answer the questions.

Answer each question as fully as you can, using the clue words given.

● **Question 2**

Answer the questions.

Once again, use the clue words to answer the questions as fully as possible.

● **Question 3**

Tell the time.

Listen to the exercise first and then rewind. Look in your textbook and tell the time shown by the five clocks; start speaking when you hear the tone.

● **Question 4**

Read aloud.

Listen to the exercises all the way through and then rewind the cassette. Look in your textbook and read aloud the five numbers printed there. Start when you hear the tone.

● **Question 5**

Make sentences.

You will hear a statement: in the example, *I take a taxi*. Change each sentence to say that you *must* do whatever is indicated: *I must take a taxi*.

■ Question 6

Make sentences.

Look carefully at the example and then rewrite each sentence using the same pattern, with either **itta** or **öpta** as the final verb, to say whether or not you have done these things before.

■ Question 7

Change the verbs.

Here you are given eight sentences; change the verb in each one into a noun modifier, as in the example, and write out the resulting eight phrases.

Check your written answers carefully before turning to the key to see how you did. Calculate your score according to the marks given in the key.

If you scored less than 50 marks, go back over lessons eleven to twenty and revise the points of which you are unsure. In any case, revise any particular areas which you found difficult. When you feel confident that you have grasped the main points of level two, go on to lesson twenty-one.

Wordlist

chaemi öpta	재미없다	be uninteresting
chönggu	정구	tennis
iyagi-hada	이야기하다	talk, have a chat
nonggu	농구	basketball
öttön	어떤	what kind of?
tchada	짜다	be salty
yojüüm	요즘	these days
yuhaengida	유행이다	be in fashion, popular

21 Lesson twenty-one

In this lesson you can practise talking about your hobbies, and saying what you enjoy doing.

● Dialogue

Mr Kim asks Mr Yi about his hobbies.

Translation

Hobbies

Kim Do you have any hobbies?

Yi Yes, my hobby is fishing.

Kim Where do you go fishing?

Yi Sea-fishing is (the) best.

Kim When do you go sea-fishing?

Yi It's good at dawn or at night. [Doing it ... is good.]

Language notes

- Musün ch'wimi-ga issüseyo? (1)** Do you have a [some kind of] hobby?
In lesson fourteen, language note 1, we saw that **musün** can have two meanings: *what kind of?*, or *some, some kind of*. In this example, the intonation in the sentence rises, making the meaning *some kind of*.
- che (2)** my
Che is a contraction of the personal pronoun **chö** (I) and the possessive particle* **-üi**. You will learn more about this particle in lesson thirty-five.
- yöksi ... kümanijiyo (4)**
Used with a noun, this phrase means ... *is the best*, as here: *Sea-fishing is the best*.
- pam-e hanün kös-i (6)**
Note the pronunciation of this phrase. The **h** is almost silent: **pam-e (h)anün kös-i**. This happens frequently in spoken Korean.

Grammar note 1

hanŭn kŏs-i (6) [*doing it*]

You have already learned about changing verbs into noun modifiers, to describe a noun, in lesson thirteen, grammar note 3. Here **hanŭn** (from the verb **hada**) modifies the noun **kŏt**. The pattern **itta** or action verb + **-nŭn kŏt** is equivalent to the English *-ing*:

mŏngnŭn kŏt *eating*

kongbu-hanŭn kŏt *studying*

mar-hanŭn kŏt *speaking*

hanŭn kŏt *doing*

● Exercise 1

Answer the questions.

Take the part of Mr Yi and tell Mr Kim what your hobby is, and what season of the year or time of day is best for your hobby. Start speaking when you hear each tone.

● Exercise 2

Ask questions.

Now play the role of Mr Kim and find out about Mr Yi's hobby – where he goes, and what season or time of day is best for his hobby.

■ Exercise 3

Fill in the missing words.

After checking your answers with the key at the back of the textbook, practise saying and writing each sentence until you can do so from memory.

Grammar note 2

saebyŏg-ina pam (6) *dawn or night*

In lesson sixteen, language note 2, you met the particle **-na** or **-ina** attached to a noun. Used with a single noun, it means *or something*. Here the particle is used to link two nouns and means *or*.

sagwa-na pae *apples or pears*

ch'aeg-ina yŏnp'il *a book or a pencil*

■ Exercise 4

Link the words.

Link the pairs of nouns with the particle **-na** or **-ina** and practise reading and writing the four phrases.

● Exercise 5

Listen and repeat.

Listen to the tape and imitate the pronunciation as closely as you can.

Wordlist

che	제	my
Chirisan	지리산	Mount Chiri
ch'wimi	취미	hobby, interest
iryoil (iryoir-)	일요일	Sunday
kaŭl (kaŭr-)	가을	autumn
kyŏngma	경마	horse racing
kyŏngmajang	경마장	racecourse
kyŏul (kyŏur-)	겨울	winter
nakksi	낚시	fishing
padanakksi	바다낚시	sea fishing
pam	밤	night

pom	봄	spring
saebyŏk (saebyŏg-)	새벽	dawn
sanyang	사냥	hunting
tanŏ	단어	word
toksŏ	독서	reading
t'oyoil (t'oyoir-)	토요일	Saturday
yŏksi...kŭmanijiyo	역시...그만 지요	... is best
yŏn'gyŏr-hada	연결하다	link, connect
yŏrŭm	여름	summer

22 Lesson twenty-two

In this lesson you will learn how to compare two or more things. You will also hear more useful phrases to use when talking about transport.

• Dialogue

Miss Pak asks Mr Kim about the various kinds of transport in Seoul.

Translation

Transport (two)

- Miss Pak* Is it convenient for transport (here)? [Is transport convenient?]
- Kim* Yes, there are various kinds. There are buses, taxis and also the underground.
- Miss Pak* Which is the most convenient?
- Kim* The underground is more convenient than the bus.
- Miss Pak* What about the cost?
- Kim* Taxis are more expensive than the underground or buses.

Language notes

1 -jiyo/-chiyo (5)

Notice the ending **-jiyo/-chiyo** is used again here, just for emphasis. (See level one test, question 3.)

2 Kaps-ŭnyo? (6) What about the cost?

Once again, the final verb of the sentence is omitted and the ending **-yo** is attached to the noun **kap (kaps-)** and topic marker **-ŭn**: *And as for the cost ...?*

Grammar notes

1 t'aeksi-do itko (2)

The verb ending **-ko** is used to link two clauses, with the meaning *and*, and is attached to the first verb. It can be used with any verb stem. The subject of the two clauses may be the same:

Han'gungmar-i chaemi itko shwiwöyo. *Korean is interesting and easy.*
Chal tütko ttara-hasipsio. *Listen and repeat.*

If the subjects are different, they usually take the particle **-ün** or **-nün** to indicate the contrast:

Han'gungmar-ün öryöpko yöngö-nün shwiwöyo. *Korean is difficult and English is easy.*

Igös-ün chok'o kügös-ün nappayo. *This is good and that is bad.*

2 t'aeksi-do itko chihach'öl-to issöyo (2)

In lesson fifteen, language note 4, you learned the use of the particle **-to** (**-do**): *also, even, too*. When there are two nouns in a sentence, both followed by a particle **-to**, the meaning is *both ... and (also)*:

T'aeksi-do itko chihach'öl-to issöyo. *There are both taxis and the underground.*

It is possible, as in this dialogue, to use more than two nouns:

Ppösü, t'aeksi-do itko chihach'öl-to issöyo. *There are [both] buses, taxis, and also the underground.*

If the pattern is used with a negative verb, the meaning is *neither ... nor*:

T'aeksi-do öpko ppösü-do öpsöyo. *There are neither taxis nor buses.*

3 Ppösü-boda chihach'ör-i tö p'yölli-hajiyo. (5) The underground is more convenient than the bus.

In Korean, when you want to compare two or more things, for example, one thing is better than another, you use the following pattern:

First noun + **-poda** (or **-boda**) + second noun + subject particle + **tö** + verb. This means that second noun is bigger, better etc. than first noun.

Look at these examples:

I ch'aek-poda kü ch'aeg-i tö pissayo. *That book is more expensive than this one.*

Subak-poda ttalgi-ga tö mas-i itchiyo? *Strawberries taste nicer than water melon, don't they?*

When you want to compare one thing with two others, link them using

the particle **-na/-ina** to mean *or* (see lesson twenty-one, grammar note 2):

Ppösü-na chihach'öl-boda t'aeksi-ga tö pissayo. *Taxis are more expensive than buses or the underground.*

● Exercise 1

Answer the questions.

Playing the part of Mr Kim, explain to Miss Pak about transport.

Grammar note 4

p'yölli-han'gayo? (1) *is it convenient ...?*

The verb ending **-n'gayo/-ün'gayo?/-nün'gayo?** can be attached to any verb, though it is most commonly used with descriptive verbs and **ida**. It is used to ask questions or express doubt politely — it is a polite form, but slightly gentler and more friendly than the **-ümnikka?** form.

The ending **-n'gayo?** is attached to **ida** and descriptive verbs whose stem ends in a vowel (present tense):

Kü saram-i haksengin'gayo? *Is he a student?*

Ot kaps-i pissan'gayo? *Are clothes expensive?*

The ending **-ün'gayo?** is attached to descriptive verbs whose stem ends in a consonant (present tense):

Nalssi-ga choün'gayo? *Is the weather nice?*

The ending **-nün'gayo?** is attached to all descriptive verbs and **ida** in the past tense:

Kü yönghwa-ga chaemi issönnün'gayo? *Was the film interesting?*

Kim söngsaeng-nim-i üisayönnün'gayo? *Was Mr Kim a doctor?*

This ending can also be used with action verbs in all tenses, but the ending **-nayo?**, which you will meet in lesson twenty-three, is more commonly used with action verbs.

● Exercise 2

Ask questions.

Practise using the **-n'gayo/-ŭn'gayo/-nŭn'gayo** pattern described in grammar note 4 to ask questions. Listen to the example first; note that from now on you will not hear a voice giving the response for you in the examples – you will only hear the response once.

● Exercise 3

Make sentences.

Using the clue words given, make sentences comparing one noun with the other (e.g. *taxis are more convenient than buses*). Grammar note 3 will help you with this exercise.

■ Exercise 4

Fill in the missing words.

Write out each sentence in full, without looking back at the text. Then practise writing and reading the corrected sentences.

● Exercise 5

Make sentences.

Use the clue words, and **-ko (-go)** and **-to (-do)** as explained in grammar notes 1 and 2, to make sentences like the example you will hear.

Wordlist

-boda	보다	rather than, more than
kkot(kkoch'-)	꽃	flower
mannyŏnp'il	만년필	fountain pen
(mannyŏnp'ir-)		

pae	배	boat
pihaenggi	비행기	aeroplane
-poda	보다	rather than, more than
pokchap-hada	복잡하다	be complex, tangled
Pusan	부산	a place
p'yolli-hada	편리하다	be convenient, handy
Sŏul (Sŏur-)	서울	Seoul, capital
yeppŭda	예쁘다	be pretty
yŏrŏgaji	여러가지	various kinds

23 Lesson twenty-three

In this lesson, you will find out how to ask the way to places, and how to give directions.

• Dialogue

Mr Kim asks a shopkeeper for directions.

Translation

Asking the way

Kim Er ... excuse me, which way do I go to the fishing ground?
Shopkeeper Go straight on [in this direction].
Kim Is it OK if I just go straight on?
Shopkeeper Go on and turn left at the crossroads.
Kim And then?
Shopkeeper Then you'll see the fishing ground [the fishing ground will be visible].

Language note

Kadaga (4)

The ending **-taga (-daga)** is attached to action verb stems, and, when used in the present tense, indicates a change of action or an interrupted action:

Ttokparō kadaga oentchog-ūro kaseyo. Go straight ahead and then go left.

Hakkyo-e kadaga wayo. I was on my way to school but (I didn't go and) I'm coming back.

K'öp'i-rül masidaga chysŭ-rül masyōyo. I was drinking coffee but (I stopped that and now) I'm drinking juice.

Grammar note 1

kamyŏn toenayo? (3) *is it OK if I go ...?*

The ending **-myŏn** is attached to verb stems ending in a vowel or the consonant **l**, and **-ŭmyŏn** to verb stems ending in any other consonant, with the meaning *if* or *when*.

Kaps-i ssamyŏn sagessōyo. *If it's cheap, I'll buy it.*

Sigan-i issŭmyŏn ka poseyo. *If/When you have time, go (there).*

Ŏnni-ga kamyŏn chŏ-do kagessōyo. *If my sister goes I will too.*

When this is followed by the verb **toeda** in a question, it means *is it all right if ...*, *will it be OK if ...?*

T'aeksi-rŭl t'amyŏn toenayo? *Is it all right to take a taxi?*

(In this example, the question form **-nayo** is used; see grammar note 2.)

• Exercise 1

Ask the way.

Find out from the shopkeeper how to get to your destination.

• Exercise 2

Ask questions.

Use the pattern **-myŏn/-ŭmyŏn toenayo?** described in grammar note 1 to ask permission to do various things.

Grammar note 2

kanayo? (1) *do I go?*

In lesson twenty-two, you learned how to ask questions or express doubt using the verb ending **-n'gayo/-ŭn'gayo/-nŭn'gayo?**. Although this pattern can be used with action verbs, the ending **-nayo?**, attached to the stem or stem plus past or future infix, is more commonly used.

Hakkyo-e kanayo? *Are you going to school?*

Hansig-ŭl mŏngnayo? *Does (he) eat Korean food?*

Kŭ saram-i han'gungmar-ŭl kongbu-haennayo? *Did he study Korean?*

Exercise 3

Ask questions.

Use the **-nayo?** pattern you learned in grammar note 2 to ask questions.

Grammar note 3

-ege -hant'e -kke

These are three particles used in Korean to express *to* or *for* (a person). They are attached directly to nouns or the suffix **-nim** and indicate the person for whom an action is performed or to whom something is given.

-ege and **-hant'e** are the non-honorific forms:

ch'in'gu-ege *to/for a friend*

kage chuin-hant'e *to/for the shopkeeper*

and **-kke** is the honorific form, often used with the suffix **-nim**:

Kim sŏnsaeng-nim-kke *to/for Mr Kim*

pumonim-kke *to/for one's parents*

Exercise 4

Change the verb forms.

In this exercise you can practise the **-l kŏyeyo/-ŭl kŏyeyo** pattern which was introduced in lesson eighteen (language note 3), and appears again in this lesson. Note that the verb **chuda** appears in number 4 – this is the plain equivalent of the humble verb **tŭrida**, *to give*.

Exercise 5

Fill in the missing words.

After completing the sentences and checking your answers, practise saying and reading them until you can do so from memory.

Exercise 6

Listen and repeat.

Take particular care in pronouncing the tense consonant in **tchu^h**, and note the consonant change in **pangmulgwan**.

Wordlist

chŏ	저	er ..., well ...
chuda	주다	give
-ege	에게	to, for (a person)
-hant'e	한테	to, for (a person)
kil (kir-)	길	road, street, way
-kke	께	to, for (a person)
kŭnyang	그냥	just as it is, just like that
kŭrŏmyŏn	그러면	if so, in that case
kyŏnggijang	경기장	stadium, playing field
murŏ poda	물어 보다	ask, enquire
murŏ pogi	물어 보기	asking, enquiring
nakksit'ŏ	낚시터	fishing ground
ŏnni	언니	girl's elder sister
panghyang	방향	direction
pangmulgwan	박물관	museum
poida	보이다	be seen, be visible
ppang	빵	bread
sinhodŭng	신호등	traffic lights
taesagwan	대사관	embassy
taŭm	다음	next, following
tchok (tchog-)	쪽	direction, side, way
tchuk	쭉	straight
toeda	되다	become, turn out to be

24 Lesson twenty-four

In this lesson you will practise talking about local specialities in food. You will also find out how to express delight and surprise.

• Dialogue

Mr Kim tells Miss Pak about the local specialities.

Translation

Local specialities

- Miss Pak What are the local specialities here?
Kim **Toraji** and mushrooms.
Miss Pak What do you mean by **toraji**?
Kim These things here.
Miss Pak Don't they smell good!
Kim They not only smell good, they taste good too.

Language notes

- 1 **mwŏn'gayo?** (1) *what is?*
This is a contraction of **muŏsin'gayo?** You met the ending **-n'gayo** in lesson twenty-two, grammar note 4.
- 2 **Toraji-hago pŏsŏsiyeyo.** (2) [*They are*] **toraji** and mushrooms.
In lesson twenty (language note) you met the use of the particle **-wa/-kwa** to link two nouns. This particle is interchangeable with **-hago** with the same meaning *and*:
yŏnp'il-gwa ch'aek *pencils and books*
yŏnp'ir-hago ch'aek
pae-wa sagwa *pears and apples*
pae-hago sagwa
- 3 **Torajiraniyo?** (3) *What do you mean by toraji?*
-raniyo? is attached to nouns ending in a vowel and **-iraniyo?** to nouns

ending in a consonant, and means *what do you mean when you talk about ..., what is ..., exactly?*

Ttŏgiraniyo? *What do you mean by ttŏk?*

4 **igŏyeyo** (4) *these things (here)*

This is a contraction of **i kŏsiyeyo** (**i kŏt** + verb **ida**). Note the similar contractions **kŭgŏyeyo** and **chŏgŏyeyo**. (For a reminder about these demonstrative pronouns see lesson three, grammar note 2.)

• Exercise 1

Practise the dialogue.

Tell Miss Pak about the local specialities, practising the sentences used in the dialogue.

Grammar note 1

chok'unyo (5)

The ending **-kunyo/-nŭn'gunyo** can be attached to any verb stem and expresses delight, wonder or surprise. The ending **-nŭn'gunyo** is attached to the stem of action verbs in the present tense, and the ending **-kunyo** to all other verb stems.

Kimch'i-rŭl mŏngnŭn'gunyo! *He eats kimch'i!*

Kŭ saram-i tosŏgwan-e kanŭn'gunyo! *He's going to the library!*

Kŭ saram-i han'gungmar-ŭl chal hanŭn'gunyo! *He speaks Korean very well!*

Kŭlgŏs-i pissagunyo! *That's expensive!*

Nalssi-ga chok'unyo! *The weather's nice!*

Kŭ ch'aeg-i yŏgi issŏtkunyo! *That book was here!*

Saram-i manatkunyo! *There were a lot of people!*

• Exercise 2

Ask questions.

Now play the part of Miss Pak and ask Mr Kim about the local specialities. Look back at language note 3 for help with this exercise.

Grammar note 2

Naemsae-ppun-man anira mat-to choayo. (6) *They not only smell good, they taste good too.*

The phrase *not only ... but also* is expressed in Korean by the pattern first noun + **-ppun-man anira** + second noun + **-to** + verb. Look at these examples:

Yŏngŏ-ppun-man anira han'gungmal-to paewŏyo. *I study not only English, but also Korean.*

Hansik-ppun-man anira hwasik-to choa-haeyo. *I like not only Korean food, but also Japanese food.*

Kwai-ppun-man anira ppang-do sassŏyo. *I bought not only fruit but also bread.*

■ Exercise 3

Fill in the missing words.

In this exercise, practise using the pattern you learned in grammar note 2 meaning *not only ... but also*. Write out each sentence in full, and practise reading and writing the complete sentences.

● Exercise 4

Change the verb forms.

Change the sentences you hear from an ordinary statement to an exclamation, as in the example. Look back at grammar note 1 for help with this exercise.

■ Exercise 5

Fill in the missing words.

Without looking back at the text, fill in the missing words, and then practise reading and writing the corrected sentences.

● Exercise 6

Listen and repeat.

There are several points here to which you should pay particular attention: the pronunciation of **pŏsŏsiyeyo**, the sound change when **chot'a** + **kunyo** become **chok'unyo**, and the tense consonants in **ppŏsŭ-ppun-man anira**.

Wordlist

chongi	종이	paper
-hago	하고	and, with
-iraniyo?	이라니요	what do you mean by?
kyul (kyur-)	귤	tangerine, mandarin orange
mat (mas-)	맛	taste, flavour
moyang	모양	shape, appearance
naemsae	냄새	smell
paro	바로	just, precisely
poksunga	복숭아	peach
pŏsŏt (pŏsŏs-)	버섯	mushroom
-ppun-man anira	뿐만 아니라	not only
p'ainaep'ŭl	파인애플	pineapple
(p'ainaep'ŭr-)		
p'odo	포도	grape
-raniyo?	라니요	what do you mean by?
toraji	도라지	broad bellflower (<i>an edible root</i>)
t'ŭksanmul (t'ŭksanmur-)	특산물	local speciality

25 Lesson twenty-five

This is a revision lesson which gives you the opportunity to refresh your memory about the points covered so far in level three.

- **Dialogue**

Mr Kim asks Mr Yi about his hobbies.

Translation

Review

Kim Is your hobby fishing?

Yi Not only fishing – I go hiking too.

Kim When is it best to go fishing?

Yi Spring, summer, autumn, winter are all good.

Kim And hiking?

Yi Spring and autumn are best for hiking.

Kim Are the transport facilities good? [Is it convenient for transport?]

Yi Yes, since there are a lot of buses and there are trains too.

Language notes

1 **ch'wimisin'gayo?** (1) [*is (your) hobby?*]

Note the use of the honorific infix **-si-** here to show respect: **ch'wimi** + **si** + **in'gayo?**

2 **ppōsū-do mank'o kich'a-do issōsō** (8)

In lesson twenty-two, grammar notes 1 and 2, you met the pattern first noun + **-to** + verb + **-ko** + second noun + **-to** + verb.

Sagwa-do mōkko ttalgi-do mōgōyo. *I eat both apples and strawberries.*

In the examples given in that lesson the two verbs were the same, but it is possible to use two different verbs, as here:

ppōsū-do mank'o kich'a-do issōsō *because there are [both] a lot of buses and there are trains, too*

The verb **itta** has the **-ōsō** ending, because Mr Yi is indicating the reason why it is convenient for transport.

- **Exercise 1**

Answer the questions.

Playing the role of Mr Yi, tell Mr Kim about your hobbies, when is the best time of year, and also the types of transport available.

- **Exercise 2**

Ask questions.

Now change roles and ask Mr Yi about his hobbies.

- **Exercise 3**

Make sentences.

In this exercise you can practise the pattern *both ... and* using the nouns and verbs given as clue words.

- **Exercise 4**

Fill in the missing words.

When you have done the exercise and checked your answers, practise saying and writing each sentence without looking at the book.

- **Exercise 5**

Listen and repeat.

Here is another example of the sound change you practised in lesson twenty-four, exercise 6 – **mank'o**.

Wordlist

kosok ppösŭ	고속버스	express bus
kwan'gwang ppösŭ	관광버스	tourist bus
pal(par-)	발	foot
sinmun	신문	newspaper
ton	돈	money

26 Lesson twenty-six

In this lesson, you will learn how to name objects, and to say what things seem to be.

• Dialogue

Mr Kim and Miss Pak go to a department store, where Miss Pak asks Mr Kim about the goods on display.

Translation

At the department store

- Miss Pak What do you call this?
 Kim It's called a **sujö** (spoon and chopsticks).
 Miss Pak What is it made of?
 Kim It's made of silver.
 Miss Pak Is this a silver **sujö** too?
 Kim No, it looks as though it is silver-plated.

Language notes

1 Igöl (1) This

Igön (4) It [This]

Igöl is a contraction of **igos-ül**: **i köt** + object marker **-ül**. (See lesson five, grammar note for a reminder on this.) **Kügöl**, *that*, and **chögöl**, *that over there*, are formed in the same way.

Igön is the contracted form of **igos-ün**: **i köt** + topic marker **-ün** (see lesson three, grammar notes 2 and 3). Once again **kügön** and **chögön** are formed in the same way.

2 Muös-üro mandürönnayo? (3) What is it made of?

You have met the particle **-ro/-üro/-lo** used in lesson six to indicate motion toward a place:

hakkyo-ro to school

and in lesson eight to indicate the way in which a person does something:

T'aeksi-ro wassöyo. *I came by taxi.*

K'öp'i-ro hagessumnida. *I'll have coffee.*

Here it has the similar meaning *with, by means of*:

Igön ün-üro mandürössöyo. *It's made of silver.*

Culture note

Koreans use a spoon and chopsticks as eating implements except when eating Western food, and these can be bought in matching sets, which are called **sujö**, in department stores.

Grammar note 1

Igöl mwörago hanayo? (1) What do you call this?

In Korean, when you want to say that something is called by a certain name, you use the pattern noun + object marker + name + **-irago hada/ -rago hada**. Look at the following examples:

Igöl pulgogirago haeyo. *This is called pulgogi.*

Kügöl ch'aegirago hamnida. *That is called a book.*

Chögöl ch'amoerago haeyo. *That (over there) is called a melon.*

To ask what something is called, you use the question word **muöt**:

Igöl muösirago hanayo? *What do you call this?*

which can be contracted, as in the dialogue, to **Igöl mwörago** hanayo?

Exercise 1

Ask questions.

Playing the part of Miss Pak, ask Mr Kim about various items which you see on display in a department store.

Exercise 2

Answer the questions.

Tell Miss Pak the names of the various items which she points out.

Grammar note 2

ündögümin'ga pwayo (6) *it looks as though it is silver-plated*

The ending **-n'ga poda/ -ün'ga poda** is attached to **ida** and descriptive verb stems in the present tense, with the meaning *seems to be, looks as though it is*. For example:

Kü saram-i haksengin'ga pwayo. *He seems to be a student.*

Choün'ga pwayo. *It looks good.*

Sihöm-i öryöun'ga pwayo. *The test seems to be difficult.*

The ending **-nün'ga poda** is attached to action verb stems in the present tense, and all verb stems in the past tense, again with the meaning *seems to (have)*:

Kü saram-i hansig-ül choa-hanün'ga pwayo. *He seems to like Korean food.*

Kü saram-i han'gungmar-ül kongbu-haennün'ga pwayo. *He seems to have studied Korean.*

Exercise 3

Make sentences.

Using the noun supplied as a clue word, practise the pattern **-n'ga poda**.

Exercise 4

Fill in the missing words.

After completing the exercise without referring back to the text, practise writing and saying the completed sentences.

Exercise 5

Listen and repeat.

Listen carefully to the tape and imitate as closely as you can the pronunciation of the native speaker.

Wordlist

chǒgǒl	저걸	that one (over there) (<i>object</i>)
hanbok (hanbog-)	한복	Korean dress
igǒl	이걸	this one (<i>object</i>)
-irago hada	이라고 하다	call, name something
kǔgǒl	그걸	that one (<i>object</i>)
kǔm	금	gold
kǔmbanji	금반지	gold ring
kǔmdogǔm	금도금	gold plating
mokkōri	목걸이	necklace
panji	반지	ring
-rago hada	라고 하다	call, name something
sigye	시계	watch, clock
sujǒ	수저	spoon and chopsticks
ŭn	은	silver
ŭndogǔm	은도금	silver plating
ŭnmokkōri	은목거리	silver necklace
ŭnsujǒ	은수저	silver spoon and chopsticks

27 Lesson twenty-seven

In this lesson, you will learn how to talk about members of your family, and about suitable presents to give them.

Dialogue

Mr Kim asks Mr Yi's advice about buying a present for his daughter.

Translation

Buying a present

Kim What would be a good present?

Yi Who is it for?

Kim I'm going to give it to my daughter.

Yi Well then, a calculator or electronic game would be nice.

Kim Where do they sell those?

Yi Try [going to] a department store.

Language notes

1 mwō-ga (1) *what*

This is an alternative for **muōs-i**, with the same meaning.

2 chul kōndeyo (2) [*a thing which you will give*]

This construction will be explained in grammar note 2.

3 choŭl kōt kat'ūndeyo (4) *would be nice* [*seems that it will be good*]

In lesson thirteen, grammar note 1, we learned how to say that something seems to be so, or to be happening:

Choŭn kōt kat'ayo. *It seems to be good.*

Pi-ga onŭn kōt kat'ayo. *It seems to be raining.*

And that something seems to have been so, or to have happened:

Pi-ga on kōt kat'ayo. *It seems to have rained.*

When you want to say that it seems that something will be so or will happen in the future, you use the ending **-l köt kat'ayo/-ül köt kat'ayo**. Look at these examples:

Pi-ga ol köt kat'ayo. *It seems that it will rain.*

Choül köt kat'ayo. *It seems that it will be good.*

Notice that in the dialogue **kat'ayo** becomes **kat'ündeyo** which as you will remember is a polite way of inviting response.

- 4 **kürön kōn** (6) *as for that kind of thing ...*

Kürön is the irregular verb **küröt'a** in its present tense noun modifier form, and **kōn** is a contraction of **kōs-ün**.

- 5 **p'anayo** (6) *sell*

Remember that **p'alta** is an irregular verb which drops its final **l** before the letter **n**.

Culture notes

- 1 The words for members of one's family which you will find in the wordlist can also be used to address people who are not related to you. If, for example, you wish to address a man of similar age to your father, or a man whose status is lower than **sōnsaeng-nim** (e.g. a taxi driver) you can call him **ajōssi**. Similarly, you can address as **ajumōni** a woman of roughly the same age as your mother (e.g. a shopkeeper). The terms for brother and sister too are frequently used when addressing non-family members of roughly the same age as the speaker, to show familiarity.

A point to be remembered is that Korean people have different ways of referring to brothers and sisters. When speaking of a *younger brother or sister*, **tongsaeng** is the word for both and may be used by men or women, but when referring to *elder brothers or sisters*, men should use **hyōng** and **nuna** and women should use **oppa** and **ōnni**.

- 2 There are two words for *camera* in Korean: **sajin'gi**, which you will see in exercise 1, and the borrowed word, **k'amera**.

Exercise 1

Practise the dialogue.

Playing the role of Mr Yi, advise Mr Kim on a suitable present, and also suggest where he might be able to buy it.

Grammar note 1

churyōgoyo (3) *I'm going to give*

When you want to express your intention to do something – *intend to (do)*, *plan to (do)*, *be going to (do)* – you can use the verb ending **-ryōgo hada** or **-ūryōgo hada**. These can be attached to **itta** or any action verb:

Han'gungmar-ül paeuryōgo haeyo. *I'm going to study Korean.*

Chib-e issūryōgo hamnida. *I plan to stay at home.*

Migug-e karyōgo haeyo. *I plan to go to America.*

In the dialogue, the **hada** verb has been replaced by the particle **-yo** which, you will remember, is a polite way of ending a sentence without a final verb.

Uri ttar-ege churyōgoyo. *I'm going to give it to my daughter.*

Exercise 2

Change the verb forms.

In this exercise you will hear several statements. Change each one to mean *I intend to ...* or *I am going to ...*

Grammar note 2

You met in language note 3 the pattern **-l/-ül köt kat'ayo**, and in lesson eighteen **-l/-ül köyeyo**. In both, the **-l/-ül** form is a noun modifier in the future tense, used with the noun **köt**. There is another example in the dialogue, where **chuda** is used as a future modifier:

Nugu-ege chul kōndeyo (= **kōsindeyo**)? *Who is it for?* [*It is a thing which you will give to whom?*]

You will find in exercise 3 another construction using verbs ending with **-il** to indicate the future tense:

... **-kke tŭril kkot** [*flowers to give to ...*]

... **-ege chul sajin'gi** [*a camera to give to ...*]

If you would like to refresh your memory about past and present modifiers, look back at lesson thirteen.

■ Exercise 3

Fill in the missing words.

Write out each sentence filling in the honorific particle **-kke** or the non-honorific particle **-ege** as appropriate (see lesson twenty-three, grammar note 3), and linking the two nouns at the end of the phrase with **-na** or **-ina**. Check your answers with the key, and practice saying and writing each sentence several times.

● Exercise 4

Listen and repeat.

Here is another chance to practise pronouncing tense consonants – listen closely and repeat each word or phrase very carefully.

Wordlist

abŏji	아버지	father
adŭl (adŭr-)	아들	son
ajŏssi	아저씨	uncle
ajumŏni	아주머니	aunt
cha	자	ruler
chigap (chigab-)	지갑	purse, wallet
chiugae	지우개	eraser, cleaner
chŏnjageim	전자게임	electronic game

halmŏni	할머니	grandmother
harabŏji	할아버지	grandfather
hwajangp'um	화장품	toiletries, cosmetics
hyangsu	향수	perfume
hyŏng	형	boy's elder brother
kawi	가위	scissors
kogi	고기	meat
kŭrŏn	그런	that kind of
kyeran	계란	egg
kyesan'gi	계산기	calculator
k'al (k'ar-)	칼	knife
k'amera	카메라	camera
nogŭmgi	녹음기	(tape) recorder
nugu	누구	who?
nuna	누나	boy's elder sister
ŏmŏni	어머니	mother
oppa	오빠	girl's elder brother
pumonim	부모님	parents
sagi	사기	buying
sajin'gi	사진기	camera
sŏnmul (sŏnmur-)	선물	a present
tongsaeng	동생	younger brother or sister
ttal (ttar-)	딸	daughter

28 Lesson twenty-eight

In this lesson you will learn what to say when giving and receiving presents.

• Dialogue

Mrs Yi gives Mrs Kim a birthday present.

Translation

Presents

- Mrs Yi It's not very much [It's not particularly good], but please accept this.
Mrs Kim Why, what's this present for?
Mrs Yi It's your birthday, isn't it? Please open it.
Mrs Kim It's a book! Thank you very much.
Mrs Yi Do you like it?
Mrs Kim Of course. It's one I certainly wanted to read.

Language notes

- 1 **ige wen sŏnmuriyeyo?** (2) *what's this present for?*
Wen means *what kind of, what sort of*, and is used here with the meaning *why are you giving me this?* or *what is this for?*
- 2 **Saengirisijanayo** (3)
This is a combination of the noun **saengil**, *birthday*, plus **ida** and the honorific infix **-si-**, all of which is put in the negative by the use of the ending **-ji anayo**, contracted to **-janayo**. This is a rhetorical question*, as we might ask in English *It's your birthday, isn't it?*, when we know for a fact that it is.
- 3 **kamsa-haeyo** (4) *thank you*
This is the polite-informal equivalent of **kamsa-hamnida**.

Culture note

As we have seen, it is customary when speaking in Korean to use language which shows respect when speaking of or about superiors or elders, and humble speech when referring to oneself. In the same way, it is customary to use the rather disparaging formula used by Mrs Kim in the dialogue when referring to one's own gift. *It's not very much* [*It's not particularly good*], but ...

• Exercise 1

Practise the dialogue.

In this exercise, play the part of Mrs Yi and offer a present to Mrs Kim. Start speaking when you hear the tone, as in the example.

Grammar note

ilko sip'öttŏn köyeyo (6) *it's one I wanted to read*

This is a rather complicated phrase, best memorized as a whole: verb stem + **-ko sip'öttŏn** + noun + **ida**. It can be used with any action verb replacing **ikta** and other nouns used instead of **kŏt**. Look at these examples:

Ilko sip'öttŏn ch'aegiyeyo. *It's a book I've (always) wanted to read.*

Mŏkko sip'öttŏn ūmsigimnida. *It's a dish [food] I've (always) wanted to eat.*

Kajigo sip'öttŏn köyeyo (contraction of **kösiyeyo**). *It's something I've (always) wanted (to have).*

The basic pattern here is verb stem + **-ko** + **sipta**, *to want, wish (to do)*:

Kŭ ch'aeg-ül sago sip'öyo. *I want to buy that book.*

Hansig-ül mŏkko sip'öyo. *I want to eat Korean food.*

Pusan-e kago sipsŭmnida. *I want to go to Pusan.*

• Exercise 2

Practise the dialogue.

Now it's your turn to take the part of Mrs Kim and accept the present which Mrs Yi gives you.

● Exercise 3

Make sentences.
Using the verb as a clue word, practise the pattern **-ko sip'öttön köyeyo** explained in the grammar note.

■ Exercise 4

Fill in the missing words.
Without looking back at the text, complete the exercise, and then practise saying and writing each sentence until you can do so from memory.

● Exercise 5

Change the verb forms.
Practise the polite expressions of thanks and regrets using both the polite-informal and the polite-formal styles. When **komapta**, *to be grateful, obliged*, is put into the polite-informal style, it can be pronounced **komawayo** or **komawōyo**.

● Exercise 6

Listen and repeat.
Listen very carefully and imitate as closely as possible the voice on the tape.

Wordlist

ani	아니	why, ...
chǒngmal(chǒngmar-)	정말	reality, fact, really
choröp(chorǒb-)	졸업	graduation
kajida	가지다	have, take, hold
kkok	꼭	certainly

kürōmyo	그럼요	of course
maūm	마음	mind, spirit, heart
maūm-e tūlta	마음에 들다	be to one's liking
p'ulta	풀다	untie, unwrap
saengil(saengir-)	생일	birthday
sipta	싶다	wish (to), want (to)
t'aksangilgi	탁상일기	desk diary
wen	웬	what kind of?

29 Lesson twenty-nine

The names of the days of the week are introduced in this lesson. Also, you will learn to talk about your free time and make appointments.

Dialogue

Mr Kim invites Mr Yi to his house for dinner.

Translation

Days of the week

- Kim Are you free the day after tomorrow?
Yi What day is that?
Kim It's Saturday.
Yi I tend to be free on Saturdays and Sundays.
Kim Well then, let's have dinner together at my house (or something).
Yi Yes, that's fine.

Language notes

- More sigan-i issuseyo? (1) Are you free the day after tomorrow?**
You learned in lesson sixteen, language note 5 that the particle **-e**, used to indicate the time at which something occurs, is often omitted. It is not used with **onül** today, **naeil** tomorrow, **more** the day after tomorrow, **öje** yesterday or **küjökke** the day before yesterday. However, it is generally used with **külp'i** three days from now.
- han'ga-han p'yöniyeyo (4)**
Note again, as in lesson twenty-one, language note 4, that the **h** sound is often dropped in rapid speech, making this phrase sound like **han'ga-(h)an pyöniyeyo**.
- hapsida (5) let's have**
This form will be explained in grammar note 3.

Exercise 1

Practise the dialogue.

Find out whether Mr Yi is free and then suggest going somewhere together.

Grammar note 1

Days of the week

The names of the days of the week are:

Sunday	iryoil	(iryoir-)
Monday	wöryoil	(wöryoir-)
Tuesday	hwayoil	(hwayoir-)
Wednesday	suyoil	(suyoir-)
Thursday	mogoil	(mogoir-)
Friday	kümyoil	(kümyoir-)
Saturday	t'oyoil	(t'oyoir-)

Exercise 2

Answer the questions.

Assuming that today is Thursday, answer the questions about the days of the week.

Grammar note 2

han'ga-han p'yöniyeyo (4) I tend to be free

The ending **-n p'yönida/-ün p'yönida/-nün p'yönida** can be attached to any verb stem. **-n/-ün p'yönida** is used with descriptive verbs and means *tends to be, on the ... side*:

Kü chib-ün k'ün p'yöniyeyo. *That house is on the big side.*

Yöngö-nün öryöun p'yönimnida. *English is rather difficult [on the difficult side].*

The ending **-nün p'yönida** is attached to action verb stems, to indicate

habitual behaviour:

Kim-yang-ün yangsig-ül chal möngnün p'yöniyeyo. *Miss Kim enjoys eating Western food.*

I haksæng-ün yöngo-rül chal hanün p'yöniyeyo. *This student speaks English well.*

Exercise 3

Change the sentence.

Change the sentences you hear, using the pattern **-n/-ün/-nün p'yönida** as in the example.

Grammar note 3

In lesson sixteen, you met the phrase **mannapsida**, *let's meet*, and in the dialogue **hapsida**, *let's have*. The ending **-psida** is attached to action verb stems which end in a vowel, and **-üpsida** to action verb stems which end in a consonant, to suggest doing something:

Kapsida. *Let's go.*

I ch'aeg-ül ilgüpsida. *Let's read this book.*

Tusi-e mannapsida. *Let's meet at 2.00.*

The negative pattern *let's not (do)* is formed by adding **-chi/-ji mapsida** to the verb stem:

Kaji mapsida. *Let's not go.*

I ch'aegül ikchi mapsida. *Let's not read this book.*

When you wish to give a negative command, *please don't (do)*, add the ending **-chi/-ji maseyo** (polite-informal) or **masipsio** (polite-formal) to the verb stem:

Kaji maseyo. *Please don't go.*

Poji masipsio. *Please don't look.*

Kongbu-haji maseyo. *Please don't study.*

Exercise 4

Change the verb forms.

In this exercise you will be given a verb as a clue word. Make two sentences, one suggesting that you do this, and one suggesting that you don't.

Wordlist

chönggugjang	정구장	tennis court
han'ga-hada	한가하다	have spare time, be free
hwayoil (hwayoir-)	화요일	Tuesday
küjökke	그저께	day before yesterday
külp'i	글피	three days from now
kümanduda	그만두다	stop (doing)
kümyoil (kümyoir-)	금요일	Friday
k'i	키	height
mogyoil (mogyoir-)	목요일	Thursday
p'yön	편	side, direction
suyoil (suyoir-)	수요일	Wednesday
wöryoil (wöryoir-)	월요일	Monday
yoil (yoir-)	요일	day of the week

30 Lesson thirty

This lesson revises some of the points covered in lessons twenty-six to twenty-nine, and is followed by the third progress test, so that you can see how much you have learned.

• Dialogue

Mr Kim finds out if Mr Yi is busy at the weekend, and Mrs Yi gives Mrs Kim a birthday present. You will hear a double tone between the two separate dialogues.

Translation

Review

Kim Are you busy on Saturday?
Yi I tend to be free on Saturdays and Sundays.
Kim Well then, let's have dinner in town together (or something).

Mrs Yi It's not very much, but please accept this.
Mrs Kim Why, what's this?
Mrs Yi It's flowers and ttök.
Mrs Kim What is the ttök for?
Mrs Yi Happy birthday!

Language notes

- t'oyoir-e (1) on Saturday**
Here the particle **-e** is used to indicate the time at which an action occurs. (You will recall that it is not generally used with words like **onül**, today.)
- sigan-i öttöseyo? (1) [how is the time?]**
This phrase is used to ask whether someone is or will be busy.

• Exercise 1

Answer the questions.

Tell Mr Kim on which days of the week you are free as a rule.

• Exercise 2

Answer the questions.

Now play the part of Mrs Yi – tell your friend what present you have bought her, and congratulate her on her birthday, graduation etc.

• Exercise 3

Ask questions.

Ask Mrs Yi about the present she has given you, practising the word **wen** which you learned in lesson twenty-eight, language note 1.

Congratulations on reaching the end of level three! As usual, the progress test is there to help you assess your strengths and weaknesses, and to highlight points on which you need to work a little more. Prepare for the test in the usual way – go back over the text, revise the vocabulary and make sure you have understood all the explanations and exercises. When you are satisfied that you remember everything, begin the test.

Wordlist

ch'ukha-hada
süngjin

축하하다
승진

congratulate
promotion

Level three Test

Once again, find a quiet place where you will not be distracted. Before you start, look up in the wordlist any new words which appear. Then allow yourself 40–45 minutes to complete the test.

Question 1

Answer the questions.

Use the clue words to answer the questions as fully as you can.

Question 2

Answer the questions.

Assuming that today is Sunday, answer the questions about the days of the week.

Question 3

Answer the questions.

Once again using the clue words, say what various things are called.

Question 4

Make sentences.

As in the example, write out two sentences for each question, firstly linking the nouns and verb in the **-to ... -to** pattern, and secondly using the **-ppun-man anira ... -to** pattern. Use the same verb twice.

Question 5

Make sentences.

You will hear two nouns and a verb. As in the example, make a sentence comparing the two nouns, and saying that the second is bigger, better etc. than the first.

Question 6

Change the sentences.

Change each statement firstly into an exclamation, and then into a sentence which says that it *seems* that these things are so.

Question 7

Change the sentences.

Turn the statements you hear into suggestions – *Let's do this!*

Question 8

Fill in the missing words.

Fill in each blank with a suitable particle. (Note that in sentence 10 the word **ömönim** is a more honorific form of **ömöni**.)

Check all your written answers very carefully before turning to the key to see how you did. Calculate your score according to the marks given in the key. Notice that 4 marks are allowed for question 3 – 1 mark for each sentence, and 1 mark extra if you got all three correct.

If you scored less than 50 marks, go back over lessons twenty-one to thirty revising carefully all the grammar points of which you are unsure. Even if you score a high mark, make sure you understand why you made any mistakes that you did, and look back at the relevant language and grammar notes. When you feel ready, go on to lesson thirty-one and the last level of the course.

Wordlist

ömönim	어머님	mother
pada	바다	sea(side)
yölsim-hi	열심히	enthusiastically

31 Lesson thirty-one

In this lesson you will learn some more measure words and the way to count things. You will also find out how to ask and state the price of things.

Dialogue

Mrs Kim goes shopping in the market.

Translation

Shopping

Mrs Kim Are these apples fresh?
 Shopkeeper Of course. They've just this moment come in.
 Mrs Kim How much are they each?
 Shopkeeper They're 100 **wŏn** each.
 Mrs Kim Please give me two large ones.

Language notes

1 tŭrŏon köyeyo (2)

Here the verb **tŭrŏoda** is used as a noun modifier in the past tense:
chigŭm mak tŭrŏon kŏt, a thing which has just this moment come in.

2 Paegwŏnssigiyeoyo. (4) They're 100 wŏn each.

The suffix **-ssik (-ssig-)** is attached to nouns and means *each*:

paegwŏnssik 100 wŏn each

tu kaessik 2 (items) each

3 k'ŭn kŏl-lo (5)

Kŏl is a contraction of **kŏs-ŭl**, and the particle **-lo** here means *by means of* (lesson twenty-six, language note 2) so the phrase means literally *by large ones* — Mrs Kim is asking the shopkeeper to pick out two large apples for her.

Grammar notes

1 Money

The Korean currency is called **wŏn**. There are coins and notes in the following denominations:

Coins		Notes	
1	wŏn	1000	wŏn
5	wŏn	5000	wŏn
10	wŏn	10,000	wŏn
50	wŏn		
100	wŏn		
500	wŏn		

1 wŏn and 5 wŏn coins are rarely used these days.

Currency is counted using the Sino-Korean numerals:

sambaegwŏn 300 wŏn

imanwŏn 20,000 wŏn

and the verb **ida** is used when stating prices:

Ich'ŏnwŏniyeoyo. It's (it costs) 2000 wŏn.

Manwŏnimnida. It's (it costs) 10,000 wŏn.

When talking about an item worth a certain price, you add **tchari** to the figure + **wŏn**:

paegwŏntchari up'yo a 100 wŏn stamp

ch'ŏnwŏntchari ch'aek a book worth/costing 1000 wŏn

Used without a following noun, the phrase refers to the notes or coins themselves:

sibwŏntchari a 10 wŏn (coin)

manwŏntchari a 10,000 wŏn (note)

If you wish to be more specific you can use the words **tongjŏn** (coin) and **chip'ye** (note):

sibwŏntchari tongjŏn a 10 wŏn coin

manwŏntchari chip'ye a 10,000 wŏn note

2 Measure words

In lesson eight, the measure word **chan** (a cup, a glass) was introduced. You learned that, when counting objects in Korean, you say the noun plus a numeral plus the measure word: **k'ŏp'i han chan**, a cup of coffee.

Here is a list of measure words introduced in this course:

chan	used for <i>cups, glasses of ...</i>
chang	used for thin, flat objects such as sheets of paper, stamps
kae	a general measure word used for counting objects, items, things in general
kap (kab-)	used to count packets of cigarettes
mari	used to count fish, animals etc.
pongji	used to count bags of things such as sweets, cakes
pun	used to count people (honorific)
pyŏng	used for counting bottles
saram	general measure word for people
si	<i>o'clock</i> , used to tell the time
sigan	used to count hours

All of these are used with Korean numerals, but some measure words are used with the Sino-Korean numerals:

il	used to count days of the month (see appendix)
in	used to count people
pun	used to count minutes
wŏl (wŏr-)	used to count and name the months of the year (see appendix)
wŏn	used to count money

Look at these examples:

up'yo han chang	1 stamp
pae tu kae	2 pears
tambae se kap	3 packets of cigarettes
saengsŏn ne mari	4 fish
kwaja tasŏt pongji	5 bags of cakes
yŏsŏt pun	6 people (honorific)
maekchu ilgop pyŏng	7 bottles of beer
yŏdŏl saram	8 people
ahop si	9 o'clock
yŏl sigan	10 hours
il il (pronounced iril)	the 1st of the month
i in	2 people
sam pun	3 minutes
sa wŏl	April
o wŏn	5 wŏn

The measure words **saram** and **pun** are used together with the demonstrative pronouns **i**, **kŭ** and **chŏ** when you wish to refer to another person without mentioning his or her name:

i saram	i pun	this person/he/she etc.
kŭ saram	kŭ pun	that person/he/she etc.
chŏ saram	chŏ pun	that person (over there)/he/she etc.

● Exercise 1

Practise the dialogue.

Play the part of the shopkeeper and answer the questions about the produce you are selling. Notice in number 3 the word **kŭn**. This is a unit of weight roughly equivalent to 600 grammes, and is used in the same way as a measure word: **kamja han kŭn** 1 **kŭn** of potatoes.

Grammar note 3

Han kae-e ōlmayeyo? (3) *How much are they each?*

Here the particle **-e** is used with yet another meaning *per, a piece, each*. **Ōlmayeyo** is made up of **ōlma**, *how much*, and the verb **ida**.

Culture note

Ppŏsŭt'ok'ŭn *Bus token*

You will find these mentioned in exercise 2. On the ordinary city buses in Seoul, there is a standard fare for one ride and you usually pay with a bus token bought in advance. The other word commonly used is **ppŏsŭp'yo** *bus ticket*. The measure word for **ppŏsŭt'ok'ŭn** is **kae**, and for **ppŏsŭp'yo** is **chang**.

● Exercise 2

Make sentences.

Practise asking the price of the articles you are given as clue words. Look up any new words in the wordlist.

● Exercise 3

Make sentences.

Using the nouns, numbers and measure words you are given, practise asking for numbers of various items.

■ Exercise 4

Fill in the missing words.

Without looking back at the text, fill in the correct measure words and write out each sentence in full. When you have checked your answers in the key, practise saying and writing each phrase several times.

● Exercise 5

Identify the coins.

Listen to the exercise all the way through, then rewind the cassette. Look at the numbers in your textbook and make phrases with **tchari** and **chip'ye** or **tongjŏn**, listing denominations of notes and coins. Begin speaking when you hear the tone.

Wordlist

chang	장	sheet, leaf
chigŭm	지금	now, the present
chip'ye	지폐	bank note
il	일	day
in	인	person
kae	개	piece, unit, item
kamja	감자	potato
kap (kab-)	갑	packet
kubyŏr-hada	구별하다	distinguish between

kŭn	근	unit of weight (= 600 g)
mak	막	just now
mari	마리	number (of animals)
ŏlma	얼마	how much?
pongji	봉지	(paper) bag
ppŏsŭ t'ok'ŭn	빠스토크	bus token
pun	분	person
pyŏng	병	bottle
saengsŏn	생선	fish
sijang pogi	시장보기	(food) shopping
singsing-hada	싱싱하다	be fresh
-ssik (-ssig-)	씩	each, apiece
-tchari	짜리	worth, value
tongjŏn	동전	coin
tŭrŏoda	들어오다	come in, enter
wŏl	월	month
wŏn	원	unit of Korean currency

32 Lesson thirty-two

In this lesson you will learn how to say what you are planning to do, or thinking about doing, and discuss your plans for a holiday or trip.

Dialogue

Mr Kim asks Mr Yi about his holiday plans.

Translation

Travel

Kim Where are you going on holiday this year?

Yi I'm thinking of going to the East coast.

Kim The seaside is most refreshing in the summer.

Yi Also [I'm going] because there is a lot of seafood.

Kim Where will you stay?

Yi I'm thinking of staying in a **minbak**.

Language notes

1 kŭmnyŏn-en (1) this year

This is a contraction of **kŭmnyŏn-e-nŭn**, as for this year ...

2 ŏdi (1) where

As with many question words in Korean, **ŏdi** can have two meanings, according to the intonation used:

Ŏdi-ro yŏhaeng kal yejŏngiseyo? (rising intonation)

Are you going somewhere on holiday?

Ŏdi-ro yŏhaeng kal yejŏngiseyo? (falling intonation)

Where are you going on holiday?

3 kal yejŏngiseyo (1)

The pattern **-l yejŏngida/-ŭl yejŏngida** is used to indicate a person's *plan* or *intention*, and also the idea of being *due to go somewhere*. It consists

of action verb in the future modifier form plus **yejŏng** *plan, arrangement* and the verb **ida**:

Pusan-e kal yejŏngimnida. *I plan to go to Pusan or I'm due to go to Pusan.*

Ch'in'gu-rŭl mannal yejŏngiyeyo. *I plan to meet a friend.*

Culture note

Accommodation

When travelling around Korea, it is possible to stay in Western-style hotels (**hot'el**) and also in Korean-style accommodation. A **yŏgwan** is a commercial hotel which may have Korean or Western-style accommodation, about which you will learn more in lesson thirty-nine, and **minbak** involves staying in a private house – rather like an English bed and breakfast.

Note that different verbs and particles are used to mean *stay in a ...* when referring to accommodation:

minbag-ŭl hada

yŏgwan-ŭro kada

hot'el-lo kada

Grammar note 1

ka polkka haeyo (2) thinking of going

In lesson sixteen, grammar note 3, the pattern **-lkka hada/-ŭlkka hada** was introduced, with the meaning *(be) thinking of doing*. Some more examples:

Hansig-ŭl mögŏ polkka haeyo. *I'm thinking of trying Korean food.*

Chib-e kalkka hamnida. *I'm thinking of going home.*

Another way of saying *I'm thinking of (doing)* is by using the pattern **-l/-ŭl saenggagida** which consists of **saenggak** *thought, idea* and the verb **ida**:

Hansig-ŭl mögŏ pol saenggagiyeoyo. *I'm thinking of trying Korean food.*

Chib-e kal saenggagimnida. *I'm thinking of going home.*

Minbag-ŭl hal saenggagiyeoyo. *I'm thinking of staying in a minbak.*

● Exercise 1

Practise the dialogue.

Playing the part of Mr Yi, tell Mr Kim about your holiday plans for this year.

● Exercise 2

Change the sentences.

Using the pattern **-l/-ül yejǒngida** you learned in language note 3, change each sentence from an ordinary sentence to one expressing intention, saying what you plan to do.

● Exercise 3

Change the sentences.

Using both the patterns you now know, change the sentences to say that you are thinking of doing these things.

Grammar note 2

manŭnikkayo (4) *because there are a lot of*

In lesson twelve, grammar note 2 we studied the **-asǒ/-ǒsǒ/-yǒsǒ** ending, which indicates why something happens. The ending **-nikka/-ŭnikka** attached to the verb stem has a similar meaning. As in the other pattern, the second clause is sometimes omitted, when the overall meaning is clear, and the sentence can end in **-yo**:

Choŭnikkayo. *Because it's good ...*

Saram-i manŭnikkayo. *Because there are a lot of people ...*

Hakkyo-e kaya hanikkayo. *Because I have to go to school ...*

● Exercise 4

Change the verb forms.

Change each verb into the **-nikkayo/-ŭnikkayo** form.

■ Exercise 5

Fill in the missing words.

As usual, do the exercise without looking back at the text and then check your answers. Practise saying and writing each sentence until you can do so from memory.

● Exercise 6

Listen and repeat.

Pay particular attention to the tense consonant **kk** here and also the combination of **k** and **h** in **toch'ak-hal**.

Wordlist

ch'ima	치마	skirt
haesanmul	해산물	seafood
(haesanmur-)		
han'guk	한국	Republic of Korea
(han'gug-)		
kedaga	게다가	besides, moreover
kŭmnyŏn	금년	this year
minbak-hada	민박하다	stay at a private house
saenggak	생각	thought, idea
(saenggag-)		
san	산	mountain
sannamul	산나물	wild edible greens
(sannamur-)		
sigol (sigor-)	시골	country(side)
siwŏn-hada	시원하다	be refreshing
Sŏraksan	설악산	Mount Sorak
sukso	숙소	lodgings

toch'ak-hada	도착하다	arrive
tonghaean	동해안	East Sea coast
ttōnada	떠나다	leave
yejōng	예정	programme, schedule
yōgwan	여관	hotel, inn

33 Lesson thirty-three

In this lesson, you will learn about reported speech*, and also practise talking about the weather.

● Dialogue

Mr Kim and Mr Yi discuss the weather.

Translation

The weather

Kim Why is the weather like this today?

Yi Hard to say. It looks as though it will rain soon.

Kim What did it say on the weather forecast?

Yi It said it will clear up after being overcast for a while.

Language notes

1 **Kŭlsse mariyeyo.** (2) *Hard to say.*

This phrase is frequently used when the speaker is hesitating or uncertain about something.

2 **hanttae hŭridaga** (4) *after being cloudy for a while*

As we saw in lesson twenty-three the ending **-taga** in the present tense indicates a change of action:

Hanttae hŭridaga ... [*Having been cloudy for a while ...*]

● Exercise 1

Answer the questions.

Playing the part of Mr Yi, discuss the weather with Mr Kim and tell him what the weather forecast said.

Exercise 2

Change the verb forms.

In this exercise you can practise the pattern **-l köt katta/-ül köt katta**, which was introduced in lesson twenty-seven and which appears again in the dialogue for this lesson. Note that **ch'upta** (*be cold*) is irregular: the final **p** changes to **u** when followed by a vowel (see lesson thirteen, grammar note 2).

Grammar note 1

mwōrago haessōyo? (3) *what did (it) say?*

We saw in lesson twenty-six, grammar note 1 the pattern noun + object marker + **mwōrago haeyo?** used to mean *what is it called?* Here it is used with **hada** in the sense of *say*:

Mwōrago haeyo? *What does (he) say?*

Mwōrago haessōyo? *What did (he) say?*

The name of the person speaking plus the subject particle can be placed in front of this:

Pak yang-i mwōrago haessōyo? *What did Miss Pak say?*

Exercise 3

Ask questions.

Using the name given as a clue word, ask what that person said. In number 3, you can practise the use of the suffix **-nim** which can be added to names of one's own family or, more usually, someone else's to indicate respect, and also the honorific particle **-kkesō** which can be used in place of **-i** or **-ga**.

Grammar note 2

Reported speech

Reported speech is used when you want to tell someone what has been said

– *He said he would go, She says clothes are expensive* etc. – and is formed in this way:

i In the present tense add **-nūndago hada** to action verb stems ending in a consonant, **-ndago hada** to action verb stems ending in a vowel, and **-tago hada** to descriptive verb stems. **Itta** and **ōpta** take the ending **-tago hada** and **ida** takes **-rago hada**:

Mani mōngnūndago haeyo. (*He*) *says he eats a lot.*

Han'gungmar-ül kongbu-handago haeyo. (*He*) *says he studies Korean.*

Nalssi-ga chot'ago haeyo. (*She*) *says the weather is nice.*

Kyot'ong-i p'yōlli-hadago haeyo. (*She*) *says it is convenient for transport.*

Ton-i ittago haeyo. (*He*) *says he has money.*

Haksaengirago haeyo. (*He*) *says he's a student.*

ii In the future tense add to the verb stem the future infix **-ket-** and **-tago hada**:

Hakkyo-e kagettago haeyo. (*She*) *says she will go to school.*

Sōnmur-ül sagettago haeyo. (*She*) *says she'll buy a present.*

Chok'ettago haeyo. (*He*) *says that will be nice.*

iii In the past tense add to the verb stem the past infix **-at-/-yōt-/-ōt-/-haet-** and **-tago hada**:

Sukche-rūl haettago haeyo. (*He*) *says he did his homework.*

Chaemi issōttago haeyo. (*He*) *says it was interesting.*

Saram-i manattago haeyo. (*She*) *says there were a lot of people there.*

iv For the tentative future tense, which you learned in lesson eighteen, **-l kōyeyo/-ül kōyeyo** becomes in reported speech **-l/-ül kōrago hada** (contraction of **kōsirago hada**):

Pi-ga ol kōrago haeyo. (*He*) *says it will (probably) rain.*

Mas-i ōpsūl kōrago haeyo. (*He*) *says it (probably) won't taste good.*

In the case of the verb **ida**, it is better to use the verb **toeda**, *become*, in place of **ida** for this tense:

Ūisa-ga toel kōrago haeyo. (*He*) *says he'll (probably) become a doctor.*

In all cases, when the final verb **hada** is put in the past tense, the meaning is (*he*) *said that*:

Saram-i mant'ago haessōyo. (*He*) *said there were a lot of people.*

● Exercise 4

Change the verb form.

Listen very carefully to the example. You will be given a verb as the clue word. Make three sentences using the present, past and tentative future (-l/-ül kōrago) reported speech patterns.

● Exercise 5

Listen and repeat.

Imitate as closely as possible the pronunciation on the tape, paying particular attention as always to tense and aspirated consonants.

Wordlist

abōnim	아버님	father
chinnunkkaebi	진눈깨비	sleet
ch'upta	춡다	be cold, chilly
hanttae	한때	at one time, sometime
himdūlta	힘들다	be arduous, difficult
hūrida	흐리다	be cloudy, overcast
ilgi yebo	일기 예보	weather forecast
irōt'a	이렇다	be like this
kaeda	개다	be clear, clear up (weather)
-kkesō	께서	honorific subject particle
kot	곧	in a moment, soon
kūlsse mariyeyo	글썄 말이에요	well, let me see, hard to say
nun	눈	snow

34 Lesson thirty-four

In this lesson you will learn how to say that you thought or assumed something was the case, or that you didn't know it was so.

● Dialogue

Mr Kim asks Mr Yi about his abilities as a swimmer.

Translation

Swimming

- Kim I didn't know you swam so well!
 Yi Not really. I'm still not very good at it.
 Kim How long have you been swimming?
 Yi Since I was little.
 Kim Do you have some special secret?
 Yi No. I just practise every day.

Language notes

1 Chal hagi-nūnyo. (2) Not really.

In this phrase the verb **hada** is used in the form of a verbal noun*: **chal hagi**, *doing it well*. This unfinished sentence ending in topic marker **-nūn** and **-yo** is a polite way of denying the truth of the compliment which Mr Kim has paid Mr Yi. It means *what do you mean I swim well ...?* As we have already seen, it is considered polite to make slightly disparaging remarks about oneself, one's abilities etc.

2 pigyōr-irado (5)

The pattern noun + **-rado/-irado** is used here with the meaning *any or some*:

t'ūkpyōr-han pigyōr-irado *some special secret/any special secret at all.*

3 Nal-mada yōnsūp-hanūn kōt-ppuniyeyo. (6) I just practise every day.

In lesson twenty-one you learned the pattern action verb + **-nūn kōt**, the equivalent of the English *-ing*, as here: **yōnsūp-hanūn kōt**, *practising*.

When **-ppuniyeyo** (or **-ppunimnida** in the polite-formal style) follows a noun, it means (*it is*) *only*, for example:

Kwail-ppuniyeyo. *It's only fruit.*

Nal-mada yönsüp-hanün köt-ppuniyeyo. *It's only (a matter of) practising every day.*

Grammar note 1

öryössül ttae (4) *when I was little/young*

The pattern **-l ttae/-ül ttae** can be used with any verb to mean *when* or *while*:

yögi-e osil ttae *when he comes here*

hakkyo-e kal ttae *when I go to school*

nalssi-ga choül ttae *when the weather is nice*

This pattern can be followed, as in the dialogue, by a particle such as **-put'ö** or **-mada**:

Öryössül ttae-but'ö, ... *Since (when) I was young, ...*

Tosógwan-e kal ttae-mada, ... *Every time I go to the library, ...*

The past tense is not usually used when the action of the second clause takes place at the same time as that of the first (*I did ... when I was at school*), but **örída**, *be young*, frequently appears in the past tense in this pattern.

Exercise 1

Practise the dialogue.

Practise the dialogue, playing the part of Mr Yi.

Grammar note 2

Kürök'e suyöng-ül chal hasinün chul mollassöyo! (1) *I didn't know you swam so well!*

The pattern verb + modifier + **chul** + **alta**, *know*, in the past tense

indicates assumption or knowledge of a fact:

Kü saram-i kongbu-hanün chul arassöyo. (Action verb, present modifier **-nün**) *I thought he was studying.*

Chib-e kan chul arassöyo. (Action verb, past modifier **-n**) *I thought he had gone home.*

When **morüda**, *not know*, is used as the main verb, the meaning becomes (*I*) *didn't know that ...*:

Kim sönsaeng-nim-i osil chul mollassöyo. (Action verb, future modifier **-l**) *I didn't know that Mr Kim would come.*

Kü-saram-i haksengin chul mollassöyo. (ida) *I didn't know that he was a student.*

Note **mollassöyo** is an irregular form: **morüda** belongs to the group of irregular verbs ending in **-rü** described in lesson thirteen, grammar note 2. **Söt'urüda** in exercise 3 is another verb of the same type.

Exercise 2

Make sentences.

Using the clue words given, practise the pattern **kürök'e chal** (*hasinün*) **chul mollassöyo!**

Exercise 3

Fill in the missing words.

Without looking back at the text, write out each sentence in full, and then practise saying and writing the corrected versions.

Exercise 4

Listen and repeat.

Listen closely and pronounce each phrase carefully.

Wordlist

chǒnggu-rŭl ch'ida	정구를 치다	play tennis
chunghakkyo	중학교	middle school
ch'ida	치다	hit, strike, play
-irado	이라도	some, any, even, either, or
morŭda	모르다	not know
norae	노래	song
norae-rŭl hada	노래를 하다	sing a song
ǒrida	어리다	be young, a child
pigyŏl (pigyŏr-)	비결	secret, key
-ppunida	뿐이다	be only, just
p'iano	피아노	piano
p'iano-rŭl ch'ida	피아노를 치다	play the piano
-rado	라도	some, any, even, either, or
sŏt'urŭda	서투르다	be unfamiliar, strange
taehakkyo	대학교	university
t'ŭkpyŏr-hada	특별하다	be special
unjŏn	운전	driving
unjŏn-ŭl hada	운전을 하다	to drive

35 Lesson thirty-five

This is another revision lesson, in which you will also learn another way to say that you intend to do something.

● Dialogue

Mrs Kim asks Mrs Yi about her holiday plans.

Translation

Review

Mrs Kim	You've bought a lot!
Mrs Yi	It's all just clothes. The family's clothes.
Mrs Kim	Really? Are you off on a trip somewhere this year too?
Mrs Yi	Yes. We're going to a nearby beach.
Mrs Kim	How long will you be away?
Mrs Yi	About 3 nights and 4 days.

Language notes

- 1 **Sijang-ŭl poda** (1)
This phrase is used to mean *go shopping* [see, look at the market].
- 2 **Sikku-dŭr-ŭi osiyeyo.** (2) *They are/It is the family's clothes.*
The suffix **-tŭl/-dŭl** attached to nouns indicates that they are plural. **-ŭi** is the possessive particle which will be covered in grammar note 1. Other particles can also be attached to **-tŭl**:
haksaeng-dŭr-i *students* (subject)
sŏnsaeng-nim-dŭr-ŭl *teachers* (object)
- 3 **ŏdi** (3)
Here, used in a question with rising intonation, **ŏdi** means *somewhere* rather than *where*?
- 4 **kakkaun pada** (5) *a nearby beach*
Kakkaun comes from the irregular verb **kakkapta** (*be close*) which follows the same pattern as **maepta** and **ch'upta**; see lesson thirteen, grammar note 2.

5 **Myöch'ir-ina?** (6) *How long?*

You have met the particle **-na/-ina** used to indicate choice, meaning *or something* (lesson sixteen) and *or* (lesson twenty-one). When used in the phrase **myöt** + noun + **-na/-ina** it means *how many, about/roughly?*

myöt sigan-ina *how many hours, about/roughly?*

myöt saram-ina *how many people, about/roughly?*

myöch'il is a combination of **myöt** and **il**: *how many days?* – note the unusual spelling.

6 **kyesil kõndeyo?** (6) *will you (probably) stay?*

This is a contraction of **kyesil kõsindeyo**.

7 **tchum** (7) *about*

In lesson eighteen you learned the phrase **han ... tchũm** *about (of time)*.

Tchũm can be attached to nouns indicating time, quantity or place, again with the meaning *about*.

han sigantchũm *about 1 hour*

yöl kaetchũm *about 10*

owöltchũm *about May*

● **Exercise 1**

Practise the dialogue.

Tell Mrs Kim what you have bought, and also about your holiday plans.

● **Exercise 2**

Make sentences.

Using the noun given as a clue word, make sentences saying *It's only ...*, *It's just ...*, using **-ppuniyeyo** which you learned in the last lesson.

● **Exercise 3**

Make sentences.

Make sentences expressing your intentions, using the pattern **-ryōgo/-uryōgo hada**, which was introduced in lesson twenty-seven and also appears in the dialogue, with the nouns and verbs given.

Grammar note 1**-üi** (2)

The possessive particle **-üi** is attached to nouns with the meaning *of* or *'s*.

che (chō-üi) ch'aek *my book*

(You met this contraction in passing in lesson twenty-one.)

uri-üi chadongch'a *our car*

Kim sōnsaeng-nim-üi ot *Mr Kim's clothes*

When used to indicate possession, the particle **-üi** is commonly pronounced

-e, and is sometimes omitted in phrases like **uri chip** *our home*, **uri**

chipsaram *my wife*.

● **Exercise 4**

Practise the possessive case.

Link each pair of nouns with the particle **-üi** showing to whom each item belongs.

Grammar note 2

Sambak sail (7) *3 nights and 4 days*

When talking about the length of time spent somewhere, you use a phrase meaning *... stays (or nights) and ... days*, consisting of the Sino-Korean numeral + **pak** (*stay*) + Sino-Korean numeral + **il** (*day*):

sambak sail *3 nights and 4 days*

ibak samil *2 nights and 3 days*

■ **Exercise 5**

Write in han'gŭl.

Write out the phrase *... nights and ... days* filling in the blanks with the pairs of numbers. Then practise saying the phrases.

● Exercise 6

Listen and repeat.
Don't forget the change in pronunciation when **ũi** is used to indicate possession, and practise the consonant changes and combination of aspirated and tense consonants in **singnyop'um-ppuniyeyo**.

Wordlist

-bak (-bag-)	박	a stay
chadongch'a	자동차	car
-dŭl (-dŭr-)	들	plural suffix
kakkapta	가깝다	be near, close by
modu	모두	all, everything, everyone
mulgŏn	물건	thing, goods
myŏch'il	며칠	how many days?
(myŏch'ir-)		
-pak (-pag-)	박	a stay
sikku	식구	members of a family, mouths to feed
singnyop'um	식료품	groceries
soyugyŏk	소유격	possessive case
(soyugyŏg-)		
tchŭm	쯤	about, approximately
-tŭl (-tŭr-)	들	plural suffix
-ũi	의	's (possessive particle)
ŭmnyosu	음료수	drinking water, soft drink
yangmal	양말	socks
(yangmar-)		

36 Lesson thirty-six

In this lesson you will learn how to ask a favour of someone, and to say that you will do something for them.

● Dialogue

Mr Yi asks Mr Kim to run an errand for him.

Translation

A favour

- Kim* I'm on my way to the post office; is there anything you want (me to do for you)?
Yi Would you post a letter for me, please?
Kim Is that all?
Yi On the way back, would you call in at the market too?
Kim I was just about to call in (there) anyway.

Language notes

- put'ak'-hal kŏt** (1) *anything you want (me to do for you)*
With **put'ak'-hada** used as a future noun modifier with **kŏt**, this means literally *a thing which (you) will ask, request*.
- onŭn kir-e** (5) *on the way back*
Literally, this means *on the road coming*. The verb **oda**, *come*, modifies the noun **kil**, *road, way*.
- p'yŏnji chom puch'yŏ chusigessŏyo?** (3) *would you post a letter for me, please?*
Note the use of **chom** with requests to mean *please*, as you saw in lesson thirteen.

Grammar note 1

puch'yō chusigessōyo (3)

When you want to ask someone to do something for you, use the action verb in its **-a/-ō/-yō** form with the verb **chuda**.

ikta ilgō chuseyo. Please read it for me.

topta towa chuseyo. Please help me.

Often the future tense question form plus **-si-** is used to ask a favour:

ilgō chusigessōyo? Would you read it for me, please?

Towa chusigessōyo? Would you help me, please?

In order to say that you will do a favour for someone when you wish to be deferential, use the **-a/-ō/-yō** form plus the humble verb **tūrida** in the future tense:

Karūch'yō tūrigessōyo. I'll teach you.

Towa tūrigessōyo. I'll help you.

● Exercise 1

Practise the dialogue.

When Mr Kim tells you where he is going, ask him to run an errand for you.

Grammar note 2

Uch'egug-e kanūn kirinde (1) I'm on my way to the post office

In this clause the verb **kada** modifies the noun **kil**, so that it means literally *the road going to the post office*. Used with **ida** in this form it has the same meaning as the English *I'm on my way to ...*

● Exercise 2

Join the sentences.

As in the example, join the two sentences to make one question.

● Exercise 3

Ask questions.

Practise asking people to do things for you, using the clue words given. Look back at grammar note 1 for help with this exercise. Note that **towa** in number 3 is a form of the irregular verb **topta** and **pullō** in number 4 is a form of the irregular verb **purūda** (see appendix).

Grammar note 3

tūlliryōdōn ch'amiōssōyo (6) I was just about to call in (there)

The pattern action verb plus **-ryōdōn ch'amiōssōyo/-ūryōdōn ch'amiōssōyo** is used with the meaning *I was just about to*.

Chib-e karyōdōn ch'amiōssōyo. I was just about to go home.

Sukche-rūl haryōdōn ch'amiōssūmnida. I was just about to do my homework.

Sinmun-ūl ilgūryōdōn ch'amiōssōyo. I was just about to read the paper.

● Exercise 4

Make sentences.

Using the phrases given, make sentences saying that you were just about to do these things.

● Exercise 5

Listen and repeat.

There are several points to watch in this exercise – listen carefully and imitate as closely as you can the pronunciation of the native speaker.

Wordlist

chapchi	잡지	magazine, journal
chim	짐	baggage, package
ch'aekpang	책방	bookshop
matkida	맡기다	leave in someone's charge
paji	바지	trousers
pillida	빌리다	lend
ppösŭp'yo	배스표	bus ticket, token
puch'ida	부치다	send, post
purŭda	부르다	call, sing
put'ak (put'ag-)	부탁	favour, request
put'ak-hada	부탁하다	ask a favour
set'akso	세탁소	a laundry
sölmyöng-ül hada	설명을 하다	explain
sup'ömak'et	수퍼마켓	supermarket
(sup'ömak'es-)		
topta	돕다	help, assist
tüllŭda	들르다	drop in, call in
tülta	들다	carry, hold, take

37 Lesson thirty-seven

In this lesson you will learn how to say where people or things are in relation to other things, and also to state your nationality.

• Dialogue

Mr Kim goes to the post office to post a parcel.

Translation

At the post office

- Kim* I want to send this parcel.
Clerk Please put it on the scales. Where are you sending it?
Kim To England.
Clerk Is it airmail or surface [sea] mail?
Kim [Do it by] registered airmail, please.
Clerk What's inside?
Kim [It's] documents.

Language notes

- Ödi-ro ponael köjiyo?** (2) *Where are you sending it?*
Ponael köjiyo is a contraction of **ponael kösijiyo**. The noun **köt** is modified by **ponaeda** (future modifier) and followed by **ida** with the **-chiyo** ending: [*a thing which you will send*]. Similarly, in line 3 there is **ponael köndeyo** which is a contraction of **ponael kösindeyo**: [*it is a thing which I will send*].
- An-e innün ke mwöjiyo?** (6) *What's inside?*
This is made up of two more contractions:
an-e innün kös-i [*the thing inside*]
muösijiyo [*what is it?*]

Exercise 1

Answer the questions.

Playing the role of Mr Kim, tell the post office clerk what you wish to send, and also where and how you wish to send it.

Grammar note 1

Hanggongp'yōnin'gayo, sōnp'yōnin'gayo? (4) *Is it airmail or surface mail?*

In lesson twenty-two we studied the polite question form **-n'gayo?**

-ūn'gayo? and saw that it could be used with a noun + **ida**:

Kū saram-ūn haksengin'gayo? *Is he a student?*

To ask the question *Is it (a) ... or (a) ...?* in Korean, simply repeat this

pattern: first noun + **in'gayo** second noun + **in'gayo**:

Paein'gayo sagwain'gayo? *Is it a pear or an apple?*

Ūsaisin'gayo kongmuwōnisin'gayo? *Is he a doctor or a civil servant?*

Exercise 2

Ask questions.

Using the two nouns you are given, ask the question *Is it ... or ...?*

Grammar note 2

chōul-wi-e (2) *on the scales*

To describe where a thing or person is in relation to something else, you use the following phrases which function as prepositions*:

an-e *in(side)*

sog-e *in(side)*

ap'-e *in front of*

twi-e *behind*

arae-e *below, beneath*

wi-e *on, above*

mit'-e *under, below*

yōp'-e *beside*

pakk-e *outside*

All these are attached directly to the noun:

ch'aeksang-wi-e *on the desk*

ūija-yōp'-e *beside the chair*

ssūregit'ong-sog-e *in the rubbish bin*

and all are composed of a noun plus **-e**: **an-e** is made up of **an** *interior* plus **-e**. Here the particle **-e** indicates that a thing or person is stationary in a place, and must be followed by an inactive verb such as **itta**, **ōpta** or **manta**:

Yōnp'ir-i ch'aeksang-wi-e issōyo. *The pencil is on the desk.*

Note that to say *in* or *at* it is usually sufficient to use the particle **-e** by itself. **an-e** or **sog-e** is only necessary when you wish to state clearly that something is *inside* something else:

Samusir-e saram-i manayo. *There are a lot of people in the office.*

Kū saram-i chib-e issōyo. *He is at home.*

Exercise 3

Look at the picture and answer the questions.

Listen to the exercise all the way through first and then rewind the cassette. Listen to the question and clue word, then stop the cassette and look at the picture. Restart the cassette and give your answer. Where two answers are possible the question is repeated with a new clue word. Note that the phrase for *outside the window* is **ch'ang-bakk-e**.

Grammar note 3

To state your own nationality or that of another person, you say the name of the country followed by **saram** *person*, and the appropriate form of **ida**:

Han'guk saramimnida. *I'm a Korean.*

Yōngguk saramiseyo? *Are you British?*

You can practise this in exercise 3. The example there gives you:

Ilbon saramiyeyo. *He's Japanese.*

Exercise 4

Make sentences.

You will hear the name of a country as the clue word — make a sentence stating someone's nationality (*He's a Korean* etc.).

Exercise 5

Listen and repeat.

This exercise includes all the phrases which function as prepositions that you have learned in this lesson.

Wordlist

an	안	interior, inside
ap (ap'-)	앞	front, ahead
arae	아래	bottom, foot, below
chigwŏn	직원	clerk
chŏul (chŏur-)	저울	scales
ch'aeksang	책상	desk
ch'ang	창	window
ch'angmun	창문	window
hanggongp'yŏn	항공편	airmail
Ilbon	일본	Japan
mit (mit'-)	밑	bottom, base
namu	나무	tree
not'a	놓다	put, place, lay
pakk	밖	outside, exterior
ponaeda	보내다	send
pot'ong	보통	ordinary, common
Pullansŏ	불란서	France
sok (sog-)	속	inside, interior
sŏnp'yŏn	선편	surface mail

sop'o	소포	parcel
sŏryu	서류	documents
ssŭregi	쓰레기	rubbish
ssŭregit'ong	쓰레기통	rubbish bin
tallyŏk (tallyŏg-)	달력	calendar
Togil (Togir-)	독일	Germany
tŭnggi	등기	registration
twi	뒤	back, rear, behind
ŭija	의자	chair
wi	위	upper part, above
Yŏngguk	영국	England, Britain
(Yŏnggug-)		
yŏp (yŏp'-)	옆	side

38 Lesson thirty-eight

In this lesson you will learn what to say when you want to change money.

Dialogue

Miss Pak goes to the bank to change some money.

Translation

Changing money

- Bank clerk* What brings you here?
Miss Pak I want to change some money.
Bank clerk Is it cash?
Miss Pak No, it's traveller's cheques.
Bank clerk Please sign here and show me your passport.
Miss Pak Could you give me half in change, please?
Bank clerk How would you like the money?
Miss Pak 5000 and 1000 notes, please.

Language notes

- Öttök'e osyössöyo? (1) What brings you here?**
Although the literal meaning of this greeting is *how have you come?* it is used in the same way as the English *what brings you here?* Remember that the person asking the question wants to know why you have come, not by which form of transport! The usual word for *why* is *wae*, but this would seem rather abrupt in this situation.
- Yögi sömyöng-hasigo (5)**
Remember that the verb ending **-ko**, which you met in lesson 22, grammar note 1, is used to link two clauses.
- poyö chuseyo (5) please show ...**
In lesson twenty-three you met the verb **poida** meaning *be visible, come into view*. It is also used to mean *show (something to someone)*:
Kü ch'aeg-ül poyö chuseyo. *Please show me that book.*

- Ölmatchari-ro türilkkayo? (7) How would you like the money? [In what denominations shall I give you ...?]**

You will recall that **tchari** is used with amounts of money to indicate a coin or note:

sibwöntchari a 10 wön coin

manwöntchari a 10,000 wön note

Combined with **ölma** (*how much?*) it is used to ask about the denomination of coin or note required.

Exercise 1

Practise the dialogue.

In this exercise, take the role of Miss Pak and explain to the bank clerk what money you would like changed, and how you would like the cash.

Exercise 2

Answer the questions.

Using the phrase given and the pattern **-ryögo hada/-üryögo hada** (introduced in lesson twenty-seven) say why it is that you have come, what you intend to do.

Exercise 3

Make sentences.

Change each sentence into a request, practising the **-a/-ö/-yö chuda** pattern you learned in lesson thirty-six. In number 7 you will meet **malssüm-hada** which is the honorific equivalent of **mar-hada** *say, speak, tell*.

Exercise 4

Fill in the missing words.

Without looking back at the text, write out each sentence in full. Then practise saying and writing them until you can do so from memory.

● Exercise 5

Listen and repeat.

Pay particular attention as always to the tense and aspirated consonants in these words and phrases.

Wordlist

chandon	잔돈	change
hwan'gũm	환금	changing money
hyõn'gũm	현금	cash
malssũm-hada	말씀하다	speak, tell, say
set'ag-ũl hada	세탁을 하다	do the laundry
sõmyõng-hada	서명하다	sign one's name
yõgwõn	여권	passport
yõhaengjasup'yo	여행자수표	traveller's cheque

39 Lesson thirty-nine

In lesson thirty-nine you will learn how to ask about availability of rooms in a hotel or **yõgwan**, and to say what kind of room you want.

● Dialogue

Mr Kim asks for rooms at a hotel.

Translation

At the hotel

<i>Kim</i>	There are two of us – do you have any vacant rooms?
<i>Manager</i>	You need an ondol room for two people.
<i>Kim</i>	No, we want separate rooms [we will use them separately].
<i>Manager</i>	Please wait a moment. I'll find out.
<i>Kim</i>	How much are the room charges here?
<i>Manager</i>	They vary according to the size of the room.

Language notes

1 **iin-yong** (2) *for two people*

The phrase Sino-Korean numeral + **in-yong** can precede a noun such as **pang** giving the meaning ... *for the use of ... people*:
samin-yong pang *a room for the use of three people*

2 **k'ũgi** (6) *size*

It is possible in Korean to make nouns out of verbs – one way to do this is to add **-ki** to the stem of certain verbs:

sijang poda	sijang pogi <i>shopping</i>
k'ũda	k'ũgi <i>size [big-ness]</i>

3 **ttaro ttaro ssũl kõndeyo** (3) *we want separate rooms [will use them separately]*

Ssũda appeared in lesson five meaning *write*. Here it has another meaning: *use*. So the phrase literally means *use separately*.

P'yõnji-rũl ssõyo. *I write a letter.*

Yõnp'ir-ũl ssõyo. *I use a pencil.*

Culture note

An **ondol** room is a room with the traditional Korean **ondol** heating system. The floor is heated from underneath, and you sleep on a mattress on the floor. In a **ch'imdae-bang** [bedroom] you would find a Western-style bed.

● Exercise 1

Practise the dialogue.

Playing the part of the hotel manager, tell Mr Kim about the rooms in your hotel.

● Exercise 2

Practise the dialogue.

Now change roles, and ask the manager about the availability and price of his rooms.

● Exercise 3

Make sentences.

Listen to the example and respond in the same way to each statement, using **p'iryo-hada** to say what it is you need.

Grammar note

Pang k'ŭgi-e ttara tarŭmnida. (6) *They vary according to the size of the room.*

When **-e ttara tarŭda** is attached to a noun in Korean, the meaning is (varies) according to, depending on:

Saram-e ttara tarŭmnida. *It varies from person to person/according to the person.*

Hakkyo-e ttara tallayo. *It varies from school to school/according to the school.*

Note that **tarŭda** is an irregular verb in the same group as **purŭda** and **morŭda** (see appendix).

● Exercise 4

Answer the questions.

Answer the questions using the noun given as a clue in the pattern **-e ttara tarŭmnida**.

■ Exercise 5

Fill in the missing words.

After completing the exercise and checking your answers, practise writing the sentences and saying them aloud.

● Exercise 6

Listen and repeat.

Watch out for the sound changes when the consonants **k** and **l** combine in **sukpangnyo** and the consonants **ng** and **l** in **chongnyu**.

Wordlist

ara poda	알아 보다	find out
chibaein	지배인	manager
chongnyu	종류	sort, variety
ch'imdaebang	침대방	bedroom, Western-style room
-e ttara	~에 따라	according to, depending on
-inyong	~인용	for the use of ... people

kyot'ongp'yŏn	교통편	means of transport
k'ŭgi	크기	size
minsim	민심	popular feeling
ondolbang	온돌방	ondol room
pang	방	room
pida	비다	be vacant, empty
p'iryo-hada	필요하다	need
salladŭ	샐라드	salad
ssŭda	쓰다	use
sukpangnyo	숙방료	accommodation price
tarŭda	다르다	vary, be different
ttaro ttaro	따로 따로	separately

40 Lesson forty

The final lesson of this course revises points covered in lessons thirty-six to thirty-nine, and is followed by the last progress test.

• Dialogue

Mr Yi asks Mr Kim to send a parcel for him at the post office.

Translation

Review

- Kim** I'm on my way to the post office — is there anything you want?
Yi I was just about to ask you about this parcel anyway.
Kim It will be expensive if you send it airmail (I expect).
Yi It can't be helped. Because surface mail is too slow.
Kim How about asking and then sending it?
Yi Good. Since it varies according to the weight. Here is a cheque.
Kim It would be better if you gave me cash rather than a cheque.

Language notes

- i sop'o chom ... (2) this parcel ...**
 It is possible in conversational Korean to omit the object marker **-ŭl/-rŭl**, and this frequently happens before **chom** plus a request.
- Hal su ōpchyō. (5) It can't be helped.**
Hal su ōpchyō is a contraction of **hal su ōpchiyo**, literally (one) cannot do it.
- sup'yo-boda (7) [rather than a cheque]**
 In lesson twenty-two we studied the comparative pattern **-poda ... -tō**. **-poda** can be used on its own, as here, meaning *rather than ...*:
Sagwa-boda pae-rŭl sasimyŏn chok'ennŭndeyo. *It would be better if you bought pears rather than apples.*

● Exercise 1

Practise the dialogue.

Play the part of Mr Yi and ask Mr Kim to run an errand for you. In number 2 the verb **töröpta** is one of those verbs ending in a **p** which changes to **u** when followed by a vowel. Note that you may often hear **sasiryomyön** (a contraction of **sasiryögo hamyön**, if you intend to buy it) instead of **sasimyön** (dialogues 1 and 3).

Grammar note 1

ponaesinün`ke öttölkkayo? (5) *How about sending it ...?*

The pattern **-nün ke öttölkkayo?** can be attached to any action verb and means *How would it be if we ...?, How about doing ...?*. Look at the examples:

Kyöngju-e kanün ke öttölkkayo? *How about going to Kyöngju?*

Sönmur-ül sanün ke öttölkkayo? *How about buying a present?*

(**Ke** is of course a contraction of **kös-i**.)

■ Exercise 2

Change the sentences.

Change each sentence from the form using the pattern **-(ü)psida**, *let's*, to that using **-nün ke öttölkkayo?**. Check your answers and practise saying and writing the sentences. In number 5, **mogyog-ül hada** means *go to the public bath*, which is a common practice in Korea.

■ Exercise 3

Fill in the missing words.

After completing the exercise, practise saying and writing each sentence until you can do so without looking at the book.

Grammar note 2

pissal t'endeyo (4) *it will be expensive (I expect)*

When you want to say that you *expect* that something will happen or be a certain way, you can use the pattern **-l t'endeyo/-ül t'endeyo**:

Sihöm-i öryöul t'endeyo. *I expect the test will be difficult.*

Kü saram-i ton-i issül t'endeyo. *I expect he has some money.*

● Exercise 4

Change the verb forms.

Using the verbs given as clue words, practise the **-l t'endeyo/-ül t'endeyo** pattern and check your answers with the key at the back of the textbook.

● Exercise 5

Listen and repeat.

Listen to each word or phrase, and imitate the pronunciation on the tape as closely as you can.

Now you have finished the last lesson and all that remains is the final test. Before you go on to see how much you have learned, go back over the text and make sure you understand all the explanations and exercises, not only in this level, but in previous lessons too. When you are confident that you are ready, begin the test.

Wordlist

chöpsi	접시	plate, dish
hal su öpchyö	할 수 없죠	it can't be helped
kugyöng-ül hada	구경을 하다	go sightseeing

mogyŏg-ŭl	목욕을 하다	take a bath
hada		
muge	무게	weight
nŏmu	너무	too much, ever so much
nŭtta	늦다	be late
oba	오바	overcoat
sup'yo	수표	cheque
tora kada	돌아 가다	return, go back
tŏrŏpta	더럽다	be dirty, soiled
tŭraik'ŭrining-ŭl	드라이크리닝을	have (something) dry-
hada	하다	cleaned

Level four Test

This is your chance to find out how much Korean you have learned since you began the course. Prepare for the test in the usual way, finding a quiet place where you won't be disturbed, and making sure you have understood all the grammar and language notes in the course. You might find it helpful to check any difficult points in the appendix. Now begin the test, allowing yourself 45 minutes to complete it.

Question 1

Answer the questions.

Using the clue words, answer each question as fully as you can.

Question 2

Look at the picture and answer the questions.

Look at the picture in your textbook, and write full sentences saying where the various items are in relation to each other. Remember to look up any new words in the wordlist before you start.

Question 3

Fill in the missing words.

Write out each phrase, filling in the correct measure word for each item.

Question 4

Change the sentences.

As in the example, make pairs of sentences saying that you are thinking of doing the things indicated, using the two patterns you practised in lesson thirty-two.

■ Question 5

Answer the questions.

This question will test your ability to use reported speech. Using the clue words, write sentences to answer the questions using the formula you have learned for *He said that ...* Be careful with the future and past tenses, and check your answers carefully in the key. To help you, the verbs in numbers 5–10 have already been put into the correct basic form (present, past or future) necessary for reported speech: for example, **pwatta**. All you must do is add the appropriate ending.

● Question 6

Answer the questions.

Make sentences to say why you have come – what you intend to do.

● Question 7

Change the verb forms.

Change each verb into the polite request form – *please do (it) for me*.

Check your written answers carefully before turning to the key at the back of the book to see how you got on.

Calculate your score according to the marks given in the key. If you scored less than 50 marks, go back over level four again, and whatever your score, make sure you understand why you made the mistakes you did, looking back to the relevant grammar notes and exercises if necessary.

Congratulations on reaching the end of your course! Even though there are no more lessons, you can still use it to improve your Korean. Use the dialogues for listening practice and try repeating them aloud to increase your fluency. Go back over any lessons you found difficult. Use the **Han'gungmar-ŭi moŭm-gwa chaŭm** to improve your pronunciation, and the alphabet book to practise reading and writing.

You should now know enough Korean to try reading other things in Korean, with the aid of your alphabet book and a dictionary, tuning in to Korean radio or television if you get the chance and, of course, you should take every opportunity to speak to Korean people when you meet them. With continued practice you should find yourself gaining confidence and making further progress.

Wordlist

chibung	지붕	roof
makkŏlli	막걸리	rice wine
sae	새	bird

Grammatical Terms

Grammatical Terms

The numbers refer to the lessons in which these terms first appeared.

- ACTION VERB 2** A verb which describes an action performed by the subject of the sentence: **mökta** *eat*, **kada** *go*, **kongbu-hada** *study* etc.
- ADJECTIVE 13** An adjective in English is often defined as a word which describes a noun. In Korean, however, many adjectives actually contain the idea of *to be* and are therefore better regarded as descriptive verbs.
- ADVERB 3** A word which describes the action of a verb, usually specifying when, where or how something happens: **chal** *well*, **ppalli** *quickly*.
- CARDINAL NUMBER 8** A number which gives the amount or number of something (in English *one, two* etc.) as opposed to the ordinal numbers which state the order in which things appear (in English *first, second*). In Korean there are two sets of cardinal numbers: one derived from Chinese (the Sino-Korean numbers: **il, i, sam, sa** etc.) and one of native Korean numbers (**hana, tul, set, net** etc.)
- CLAUSE 6** Part of a sentence, containing its own subject and verb. A sentence may contain one or more clauses.
- CONSONANT 1** A sound other than a vowel. There are fourteen basic consonants in Korean, which are explained in detail in the alphabet book.
- CONTRACTION 3** The shortening and combining of two or more words or parts of words to form a single word: **saengil + i + si + ji + anayo?** = **saengirisijanayo?**
- DEMONSTRATIVE PRONOUN 3** A word used to point out somebody or something. The Korean demonstrative pronouns are: **i** *this*, **kũ** *that* and **chõ** *that over there*.
- DESCRIPTIVE VERB 2** A verb used to describe a state or condition, functioning in a similar way to an English adjective: **cho'ta** *be good*, **mõlta** *be far*, **pappũda** *be busy* etc.
- DICTIONARY FORM 1** The form in which a verb is found in the dictionary. In Korean, verbs in this form have **ta** or **da** as their final syllable: **ikta**, **mar-hada** etc.
- DIRECT OBJECT 5** A direct object is the person or thing directly affected by an action. In Korean, the direct object of a sentence is indicated by attaching the marker **-ũl** or **-rũl** to the noun in question: **Hakkyo-esõ han'gungmar-ũl paewõyo.** *I study Korean at school.*
- FINAL VERB 16** The verb which appears at the end of a sentence. In the sentence **Mõri-ga ap'asõ wassõyo** both **ap'ũda** and **oda** are verbs — **oda** is the final verb.

- FINAL VOWEL 1** This is the last vowel to appear in a verb stem, e.g. the first **a** in **kada**, the **i** in **türida** and the **ö** in **mökta**.
- FUTURE TENSE 8** The form of the verb used to describe actions which will take place in the future, or conditions that will exist in the future. The future tense is formed in Korean using the infix **-ket-** (**-kess-**).
- INFIX 1** An infix is inserted into a word (as opposed to a prefix attached to the beginning, or a suffix attached to the end of a word). Examples are the honorific infix **-si-**: **kada** + **si** = **kasida**, and the past tense infix **-at-** (**-ass-**): **sayo** + **at** = **sassöyo**.
- INTONATION 1** The way the voice rises and falls when speaking.
- IRREGULAR VERB 1** A verb which does not follow a regular pattern of changes. Its various forms have to be learned individually, since they are not predictable. Examples of irregular verbs in Korean are **öryöpta** and **morüda**. The appendix lists irregular verbs used in the course.
- MEASURE WORD 8** A word used with numbers when counting people or things in Korean: **chan** *cup(s) of*, **kap** *packet(s) (of cigarettes)*, **pyöng** *bottle(s) of* etc.
- MODIFY 21** To limit, or make more specific, the meaning of a word. For example, in **ap'ün tari** (*a sore leg*) **ap'ün** (*sore*) modifies the general sense of **tari** (*leg*).
- NOUN 1** The name of a thing, person, idea etc., e.g. **sagwa** *apple*, **üisa** *doctor*, **saenggak** *thought, idea*. Korean nouns have no plural form: **ch'aek** can mean *book* or *books* according to the context.
- NOUN MODIFIERS 13** Words which describe or give more information about nouns, e.g. in **maeun kimch'i**, **maeun** (*hot, spicy*) modifies **kimch'i**. Noun modifiers are formed from verbs in Korean.
- OBJECT MARKER 5** A particle attached to a noun indicating that the noun is the direct object of the sentence — the particle **-ül/-rül**.
- PARTICLE 1** Particles are attached to nouns to indicate a grammatical relationship with another part of the sentence or the sentence as a whole. Examples of Korean particles are **-e**, **-esö**, **-hant'e**.
- PAST TENSE 12** The form of the verb which describes an action which took place, or a condition which existed, in the past. The past tense is formed in Korean using the infixes **-at-** (**-ass-**), **-öt-** (**-öss-**) and **-yöt-** (**-yöss-**).
- PATTERN 9** A form of a sentence into which different items can be inserted to give different meanings, e.g. **...-l su itta**, *be able to...*
- PERSONAL PRONOUN 14** A word used in place of the name of a person: **chö** *I*, **uri** *we* etc.

- PHRASE 3** A part of sentence containing more than one word, but not forming a complete clause.
- PLURAL 2** The form of a word used to refer to more than one person or thing. Korean nouns and verbs have no plural forms as such — it is usually clear from the context whether a noun or verb is singular or plural. When it is not clear, the pluralizing suffix **-tül/-dül** may be added to a noun or other word: **haksaeng-dül** *students* etc.
- POSSESSIVE PARTICLE 21** The particle used to indicate possession is **-üi** (commonly pronounced **-e**) which is attached directly to the noun or pronoun: **uri-üi** *our*, **önni-üi** *my sister's*.
- PREPOSITION 37** A word which describes where a person or thing is in relation to another person or thing. In Korean, this function is performed by phrases consisting of a noun, e.g. **ap** *front*, **mit** *base, bottom*, followed by the particle **-e**: **ap'-e** *in front of*, **mit'-e** *below, beneath*.
- PRESENT TENSE 1** The form of the verb which describes actions taking place or conditions which exist now.
- REGULAR VERB 1** A verb which shares a regular pattern of changes with other verbs of the same class, e.g. **kada**, **oda**.
- RELATIVE CLAUSE 13** A clause which modifies a noun. In English, these clauses are often introduced by the relative pronouns *who*, *which* etc., e.g. *The man who is standing by the window*.
- REPORTED SPEECH 33** The way of reporting what you have said or someone else has said: **Chot'ago haeyo**. *He says it's good*.
- RHETORICAL QUESTION 28** A question to which one already knows the answer, or one to which a reply is not really desired: *It's your birthday, isn't it?; You know Mr Kim? Well...*
- SINGULAR 2** The form of a word used to refer to only one person or thing. There is no indication of whether a noun or verb is singular or plural in Korean — the context usually makes this clear.
- SUBJECT 1** The person or thing that performs the action of the verb.
- SUBJECT MARKER 3** A particle attached to a noun indicating that the noun is the subject of the sentence — the particle **-i/-ga**.
- SUFFIX 4** A suffix is attached to a noun to modify its meaning in some way. Unlike particles, suffixes do not indicate any relationship with the rest of the sentence. Examples of Korean suffixes are: **-mada** *each, every*, **-tchari** *worth, value*.
- SUPERLATIVE 17** The form of an adjective which indicates the highest degree of the quality referred to. For example, *good, better, best; big, bigger, biggest*.

- SYLLABLE 12** Part of a word, e.g. **tosŏgwan** has three syllables: **to-sŏ-gwan**. The formation of Korean syllables is explained in detail in the alphabet book.
- TOPIC MARKER 3** A particle which indicates the topic of a sentence: the person, thing, event etc. on which the sentence comments — the particle **-ŭn/-nŭn**.
- VERB 1** A word which describes an action or condition. In Korean, there are action verbs and descriptive verbs, the verb of identification **ida**, and the verb of existence, possession or location **itta**.
- TENTATIVE FUTURE TENSE 18** The form of the verb used to express the opinion that something will probably happen or be so, rather than will happen or be so.
- VERB STEM 1** The part of the verb which remains when the final syllable **-ta** or **-da** is removed from the dictionary form: **masida masi-**, **patta pat-**. Infixes and endings are attached to the verb stem to form the different tenses etc.
- VERBAL NOUN 34** A verb form which performs grammatically as a noun, acting as a subject, object etc. For example: **k'ŭda** *be big*, **k'ŭgi** *bigness, size*.
- VOWEL 1** In English, vowels are the letters a, e, i, o and u. In Korean, there are ten basic vowels, and these are explained in more detail in the alphabet book.

Appendix: Korean Grammar

Appendix: Korean Grammar

Contents

A	NOUNS, ADJECTIVES, PRONOUNS	
	Nouns	187
	Prepositions	187
	Suffixes	187
	Particles	188
	Noun patterns	189
	Noun-linking words	190
	Adjectives	190
	Articles	190
	Pronouns	191
B	VERBS	
	Verb types	192
	Verb stem	192
	Styles of speech	193
	Honorific infix	193
	Tenses: polite-informal style	193
	Tenses: polite-formal style	195
	Commands	196
	Suggestions	197
	Negative	197
	Irregular verbs	198
	Reported speech	199
	Patterns	201
C	HONORIFIC AND HUMBLE LANGUAGE	
	Verbs	204
	Nouns	204
	Particles	205
	Honorific infix	205
D	COUNTING	
	Cardinal numbers	205
	Measure words	206
	Telling the time	207
	Months and days	208
E	SENTENCES	
	Word order	208
	Punctuation	209
	Intonation	209

Appendix: Korean Grammar

A NOUNS, ADJECTIVES, PRONOUNS

Nouns

Korean nouns have a single, invariable form — that is, the noun remains the same whether it is singular or plural. Thus **pae** can mean *pear* or *pears*, **ch'aek** can mean *book* or *books*, and so on. Usually it is clear from the context whether the noun is singular or plural; when necessary, the pluralizing suffix **-tül** (lesson 35) may be attached to various parts of speech:

haksaeng-dür-i *the students* (subject)

Ppalli-dül oseyo! *Come quickly (all of you)!*

Prepositions (lesson 37)

Prepositions indicate where a thing or person is in relation to another person or thing. Their function is performed in Korean by such phrases as the following, which are attached directly to the noun:

an-e *in, inside*

sog-e *in, inside*

ap'-e *in front of*

twi-e *behind*

arae-e *below, beneath*

wi-e *on top of, above*

mit'-e *under, below*

yöp'-e *beside*

pakk-e *outside*

Suffixes

Suffixes are attached to nouns, modifying their meaning in some way but not indicating any relationship with the rest of the sentence. Those appearing in this course are (with the number of the lesson where they are introduced):

-nim	(4)	honorific suffix attached to a noun indicating a title or occupation
-ppun	(18)	<i>nothing but, only</i>
-ssik	(31)	<i>each, apiece</i>
-tchari	(31)	<i>value, worth</i>
-tchüm	(35)	<i>about, approximately</i>
-tül	(35)	indicates plural

Particles

Particles are attached directly to nouns and are pronounced as part of the noun. They indicate the grammatical relationship which exists between the noun and another part of the sentence, or the sentence as a whole. The particles used in this course are listed below, together with the number of the lesson in which their function is explained.

-boda	(22)	<i>compared with</i>
	(40)	<i>rather than</i>
-but'ö	(12)	<i>since, from (a time)</i>
-do	(15)	<i>even, also, too</i>
	(15)	<i>(n)either</i>
-e	(1)	<i>to (a place)</i>
	(18)	<i>at (a time)</i>
	(37)	<i>in</i>
	(31)	<i>per, apiece</i>
-ege	(23)	<i>to, for (a person)</i>
-el	(19)	contraction of -e-rül
-esö	(5)	<i>at (a place)</i>
	(18)	<i>from (a place)</i>
-ga	(3)	subject marker
-gwa	(14)	<i>together, with, and</i>
-gwa kach'i	(14)	<i>with, in the company of</i>
-hago	(24)	<i>and, with</i>
-hant'e	(23)	<i>to, for (a person)</i>
-i	(3)	subject marker
-ina	(16)	<i>or something (indicating a choice)</i>
	(21)	<i>or</i>
-irado	(34)	<i>some, any</i>
-kke	(23)	<i>to, for (a person) (honorific)</i>
-kkesö	(33)	subject particle (honorific)
-kwa	(14)	<i>together, with, and</i>
-kwa kach'i	(14)	<i>with, in the company of</i>
-lo	(6)	<i>to (a place)</i>
	(8)	<i>with, by means of</i>
-mada	(14)	<i>every, each</i>
-man	(11)	<i>only, just</i>

-na	(16)	<i>or something (indicating a choice)</i>
	(21)	<i>or</i>
-nün	(3)	topic marker
-poda	(22)	<i>compared with</i>
	(40)	<i>rather than</i>
-put'ö	(12)	<i>since, from (a time)</i>
-rado	(34)	<i>some, any</i>
-ro	(6)	<i>to (a place)</i>
	(8)	<i>with, by means of</i>
-rül	(5)	object marker
-sö	(18)	shortened form of -esö
-to	(15)	<i>even, also, too</i>
	(15)	<i>(n)either</i>
-üi	(35)	's
-ül	(5)	object marker
-ün	(3)	topic marker
-üro	(6)	<i>to (a place)</i>
	(8)	<i>with, by means of</i>
-wa	(14)	<i>together, with, and</i>
-wa kach'i	(14)	<i>with, in the company of</i>

Noun patterns

The following patterns used with nouns are introduced in the course:

(noun)- boda ... (noun + -i/-ga) tö	(22)	comparative pattern
(noun)- e kanün kirinde	(36)	<i>(I'm) on my way to ...</i>
(noun)- e ttara	(39)	<i>according to ..., depending on ...</i>
(noun) irago hada	(26)	<i>... is called ...</i>
(noun) iraniyo?	(24)	<i>What do (you) mean by ...?</i>
(noun)- poda ... (noun + -i/-ga) tö	(22)	comparative pattern
(noun) rago hada	(26)	<i>... is called ...</i>
(noun) raniyo?	(24)	<i>What do (you) mean by ...?</i>

Noun-linking words

The following noun-linking words are introduced in this course:

-kwa/-gwa/-wa (20) <i>and</i>	sagwa-wa pae <i>apples and pears</i> ch'aek-kwa sinmun <i>books and newspapers</i> söngnyang-gwa tambae <i>matches and cigarettes</i>
-ina/-na (21) <i>or</i>	sagwa-na pae <i>apples or pears</i> ch'aeg-ina sinmun <i>books or newspapers</i>
-to ... -to/-do ... -do (22) <i>both ... and ...</i>	Sagwa-do mökko pae-do mögöyo. <i>I eat both apples and pears.</i> Ch'aek-to ilko sinmun-do ilgöyo. <i>I read both books and newspapers.</i>
-to ... -to/-do ... -do (+ negative verb) (22) <i>neither ... nor ...</i>	T'aeksi-do öpko ppösü-do öpsöyo. <i>There are neither taxis nor buses.</i>
-hago (24) <i>and</i>	sagwa-hago pae <i>apples and pears</i> ch'aek-hago sinmun <i>books and newspapers</i>
-ppun-man anira ... -to/-do (24) <i>not only ... but also ...</i>	Sagwa-ppun-man anira pae-do mögöyo. <i>I eat not only apples but also pears.</i> Ch'aek-ppun-man anira sinmun-do ilgöyo. <i>I read not only books but newspapers too.</i>

Adjectives

The function of adjectives in Korean is performed by descriptive verbs; see the appropriate section of the appendix.

Articles

There are no definite or indefinite articles in Korean equivalent to the English *a*, *an* and *the*.

Pronouns

i Personal pronouns

Two personal pronouns are introduced in the course:

chö (7) *I* **uri** (14) *we*

The third person pronouns (English *he*, *she*, *they*) are expressed by the demonstrative pronoun and **pun** when wishing to show respect, and **saram** in plain speech (lesson 31): **kü saram** *he* etc. (literally *that person*). The second person pronoun (English *you*) is often expressed by phrases such as: (Surname) **sönsaeng-nim** *Mr, Mrs* etc., or a person's full name.

ii Demonstrative pronouns (3)

The demonstrative pronouns in Korean are:

i	for objects close to the speaker
kü	for objects a little removed from the speaker, or previously referred to in the conversation
chö	for objects at a distance from both the speaker and the listener

Examples:

i ch'aek	<i>this book</i>
i pun	<i>he, she</i> etc. [<i>this person</i>]
küge (kü kös-i)	<i>that thing, it</i>
kü saram	<i>he, she</i> etc. [<i>that person</i>]
chöge (chö kös-i)	<i>that thing over there</i>
chö saram	<i>he, she</i> etc. [<i>that person over there</i>]

The corresponding place indicators are:

yögi	<i>here</i>
kögi	<i>there</i>
chögi	<i>over there</i>

iii Possessive pronouns (35)

Possession in Korean is indicated by attaching the particle **-üi** (usually pronounced **-e**) to the personal pronoun or its equivalent.

Examples:

önni-üi ch'ima	<i>my sister's skirt</i>
Kim sönsaeng-nim-üi ch'aek	<i>Mr Kim's book</i>
kü saram-üi ot	<i>that person's/his/her clothes</i>
che ch'wimi (che = chö + üi)	<i>my hobby</i>

B VERBS

Verb types

There are four types of verb in Korean:

i Action verbs

These are verbs which describe the action performed by the subject of a sentence:

kada go	mökta eat
karüch'ida teach	p'alta sell

ii Descriptive verbs

These verbs describe a condition or state which exists, and contain the idea of *to be*:

chot'a be good	pappüda be busy
mölda be far	shwipta be easy

iii The verb of identification (3)

The verb **ida** tells you that something 'is a ...' and is always preceded by a noun:

Haksaengiyeoyo. *I'm a student.* **Sagwayeyo.** *It's an apple.*

iv The verb of existence, location, possession (2)

The verb **itta** describes the existence, location or possession of something:

Tambae issöyo. *I have cigarettes.* or *There are cigarettes.*

Kü haksang-ün kyosir-e issöyo. *That student is in the classroom.*

Verb stem

The form of a verb which you will find in a Korean dictionary (dictionary form) consists of the stem plus the final syllable **-ta** or **-da**. To form the different styles of speech and tenses, different infixes and endings are added to the stem; these will be described below. Korean verb forms do not, however, vary according to the subject: **kayo**, for instance, can mean *I/you/he/she/it/we/they go/goes*.

If you are working with the romanization, note that the stem is not always easy to deduce from the dictionary form in romanization, because of the

consonant changes which may occur when **-ta/-da** is added. Check the **han'gül** version to work out the stem.

Styles of speech

There are several styles of speech in Korean, of which two are taught in this course. The polite-informal style (1) is used in situations where one wishes to be polite yet informal, and may be used in most everyday conversations. The polite-formal style (7) is used in formal situations, when addressing elders or superiors, or when meeting strangers. The different verb endings used in the different styles of speech will be described under 'tenses' below.

Honorific infix (lesson 1)

The infix **-si-**, placed between the verb stem and the verb ending, indicates respect for the person to whom or about whom one is speaking.

-si- follows verb stems which end in a vowel.

-üsi- follows verb stems which end in a consonant.

kada	→	ka(si)da	→	kaseyo kasimnikka? kasyössöyo etc.
ikta	→	ilg(üsi)da	→	ilgüseyo ilgüsimnikka? ilgüsyössöyo etc.
kongbu-hada	→	kongbu-ha(si)da	→	kongbu-haseyo kongbu-hasimnikka? kongbu-hasyössöyo etc.

Tenses: polite-informal style

In the polite-informal style, the same verb forms are used for questions as for statements in all tenses, but the intonation used can vary: it usually rises at the end of a question, particularly when the question is in the **-chiyo** form (see 'patterns' and 'intonation').

i Present tense: statements and questions (lesson 1)

The present tense is formed as follows:

verb stem with **a** or **o** as final vowel

(i.e. last vowel in stem)

+ **-ayo**

verb stem with any other final vowel

+ **-öyo**

verb stem + honorific infix (**-si-**) **-siöyo**,

variant form

-seyo

hada verbs **hayöyo**, contracted to

haeyo

ida after noun ending in consonant

+ **-iyeyo**

ida after noun ending in vowel

+ **-yeyo**

Examples:

chot'a **choayo** (*it's*) good

mökta **mögöyo** (*he*) eats

kidari(si)da **kidariseyo?** *are (you) waiting?*

(**Kidarida** plus the infix **-si-** is treated here as the verb **kidari(si)da**.)

kongbu-hada **kongbu-haeyo** (*I*) study

chip + ida **chibiyeyo** *it's a house*

paе + ida **paeyeyo** *it's a pear*

ii Future tense: statements and questions (lesson 8)

verb stem

+ **-kessöyo/-gessöyo**

verb stem + honorific infix

-sigessöyo

Examples:

chot'a **chok'essöyo** (*it*) will be good

mökta **mökkessöyo** (*he*) will eat

kidari(si)da **kidarisigessöyo?** will (you) wait?

kongbu-hada **kongbu-hagessöyo** (*I*) will study

ida **igessöyo** (*it*) will be or **toegessöyo** (from **toeda**, *become*; preferable in some situations)

iii Past tense: statements and questions (lesson 12)

verb stem with **a** or **o** as final vowel

+ **-assöyo**

verb stem with any other final vowel

+ **-össöyo**

verb stem + honorific infix **-siössöyo**,

contracted to

-syössöyo

hada verbs **hayössöyo**, contracted to

haessöyo

ida

iössöyo

Examples:

chot'a **choassöyo** (*it*) was good

mökta **mögössöyo** (*he*) ate

kidari(si)da **kidarisyössöyo** *did (you) wait?*

kongbu-hada **kongbu-haessöyo** *I studied*

chip + ida **chibiössöyo** *it was (my) house*

Note that **i** followed by an ending which starts with **ö** often changes to **y**, for example:

i + öyo becomes **yöyo**

i + össöyo or **iössöyo** (**ida**) becomes **yössöyo**.

Similarly, **u** followed by **ö** becomes **w**:

öryöu + össöyo becomes **öryöwössöyo**.

When **o** (**oda**) is followed by **a** it also becomes **w**:

o + ayo becomes **wayo**.

Tenses: polite-formal style

In the polite-formal style, there are different endings for statements and questions in all tenses.

i Present tense: statements and questions (lesson 7)

verb stem ending in a vowel

+ **-mnida/-mnikka?**

verb stem + honorific infix

+ **-mnida/-mnikka?**

verb stem ending in **s**

+ **-ümnida/-ümnikka?**

verb stem ending in any other consonant+ **-sümnida/-sümnikka?**

Examples:

kada **kamnida/kamnikka?**

kidari(si)da **kidarisimnida/kidarisimnikka?**

itta **issümnida/issümnikka?**

chot'a **chosümnida/chosümnikka?**

ida **imnida/imnikka?**

ii Future tense: statements and questions (lesson 8)

verb stem

+ **-kessümnida/-kessümnikka?**

+ **-gessümnida/-gessümnikka?**

verb stem + honorific infix

-sigessümnida/-sigessümnikka?

Examples:

kada **kagessümnida/kagessümnikka?**

mökta **mökkessümnida/mökkessümnikka?**

kidari(si)da	kidarisigessumnida/kidarisigessumnikka?
kongbu-hada	kongbu-hagessumnida/kongbu-hagessumnikka?

iii Past tense: statements and questions (lesson 12)

verb stem with a or o as final vowel	+ -assumnida/-assumnikka?
verb stem with any other final vowel	+ -össumnida/-össumnikka?
verb stem + honorific infix	-syössumnida/-syössumnikka?

hada verbs hayössumnida/

hayössumnikka?, contracted to

ida

haessumnida/haessumnikka?

iössumnida/iössumnikka?

Examples:

chot'a choassumnida/choassumnikka?

mökta mögössumnida/mögössumnikka?

kidari(si)da kidarisyössumnida/kidarisyössumnikka?

kongbu-hada kongbu-haessumnida/kongbu-haessumnikka?

chip + ida chibiössumnida/chibiössumnikka?

Commands

i Polite-informal style (lesson 1)

The same form is used as for present tense statements and questions, for example:

Chib-e kaseyo. *Go home.*

Kongbu-rül haeyo. *Study.*

Negative commands (29) are formed in the following way:

verb stem + **-chi maseyo**

Chib-e kaji maseyo. *Don't go home.*

Kongbu-rül haji maseyo. *Don't study.*

ii Polite-formal style (lesson 10)

The following verb endings are used to form commands:

verb stem ending in a consonant + **-üsipsio**

verb stem ending in a vowel + **-sipsio**

Chib-e kasipsio. *Please go home.*

Towa chusipsio. *Please help me.*

Kongbu-hasipsio. *Please study.*

Kü ch'aeg-ül ilgüsipsio. *Please read that book.*

The negative is formed thus:

verb stem + **-chi masipsio**

Chib-e kaji masipsio. *Please don't go home.*

Kongbu-haji masipsio. *Please don't study.*

Kü chaeg-ül ikchi masipsio. *Please don't read that book.*

Suggestions (lesson 29)

To suggest or propose a certain course of action, the following verb endings are used:

verb stem ending in a consonant + **-üpsida**

verb stem ending in a vowel + **-psida**

Kapsida. *Let's go.*

Ilgüpsida. *Let's read (it).*

Kidaripsida. *Let's wait.*

The negative is formed in the following way:

verb stem + **-chi mapsida**

Kaji mapsida. *Let's not go.*

Ikchi mapsida. *Let's not read (it).*

Kidariji mapsida. *Let's not wait.*

Negative

i Action and descriptive verbs (lesson 9)

Verb stem + **-chi/-ji ant'a:**

Kongbu-haji anayo. *I don't study.*

Mölchi anayo? *Isn't it far?*

Pappüji anassumnida. *I wasn't busy.*

Kaji ank'essöyo. *I'm not going to go.*

ii ida (lesson 3)

Noun + **-i/-ga anida:**

Haksaeng-i aniyeyo. *I'm not a student.*

Pae-ga animnida. *It's not a pear.*

iii itta (lesson 2)

öpta:

Ton-i öpsöyo. *I don't have any money.*

Sigan-i öpsüseyo? *Don't you have time?*

Irregular verbs

There are seven groups of irregular verbs in Korean.

i Verb stem ending in t

tŭtta (1)

The final t changes to l before a vowel:

tŭrŏyo

ii Verb stem ending in l

p'alta (6)

alta (19)

tŭlta (10)

p'ulta (28)

mŏlta (12)

himdŭlta (33)

mandŭlta (15)

The final l is dropped when followed by n, p, s or o:

p'anayo?, **mandŭmnida** (p + n = mn), **aseyo?**, **tŭsigessŏyo?**

iii Verb stem ending in rŭ

pparŭda (13)

purŭda (36)

morŭda (34)

tarŭda (39)

sŏt'urŭda (34)

When the final rŭ is followed by ŏ and preceded by a or o, l is added to the preceding syllable and the rŭ changes to la:

ppallayo, **mollassŏyo**, **tallasŏ**.

When followed by ŏ and preceded by any other vowel, l is added to the preceding syllable and the rŭ changes to lŏ:

sŏt'ullŏyo, **pullŏssŭmnida**.

iv Verb stem ending in p

ŏryŏpta (1)

ch'upta (33)

komapta (6)

kakkapta (35)

shwipta (6)

topta (36)

poepta (7)

tŏrŏpta (40)

maepta (13)

The final p changes to u when followed by a vowel:

ŏryŏwŏyo (ŏryŏ + u + ŏyo), **shwiwŏyo** (shwi + u + ŏyo), **towa chuseyo** (to + u + a), **maewŏssŏyo** (mae + u + ŏssŏyo).

v Verb stem ending in s

chapsutta (7)

natta (13)

The final s is dropped before a vowel:

chapsuŏ poseyo, **naassŏyo**, **nan kŏt kat'ayo**.

vi Verb stem ending in ŭ

k'ŭda (1)

pappŭda (6)

nappŭda (1)

ap'ŭda (12)

ssŭda (5)

yeppŭda (22)

The final ŭ changes to a when preceded by a or o and followed by ŏ:

nappayo, **ap'asŏ**, **pappassŭmnida**.

The final ŭ is dropped when followed by ŏ and preceded by any other vowel:

k'ŏyo, **ssŏya hamnida**, **yeppŏsŏ**, **sŏssŭmnida**.

vii Verb stem ending in h

kŭrŏt'a (11)

irŏt'a (33)

The final h is dropped before n, l, m, ng:

irŏn, **kŭrŏmyŏn**.

Remember that not all verbs with stems ending in t, l, rŭ, p, s, ŭ and h are irregular. Also note that the lists given here are not comprehensive, but contain only the irregular verbs which have appeared in this course.

Reported speech (lesson 33)

Reported speech is a way of reporting what someone says (e.g. *He says that ..., I said that ...*). In Korean it takes the forms described below.

i Action verbs

Present tense

verb stem ending in consonant

+ **-nŭndago hada**

verb stem ending in vowel

+ **-ndago hada**

Future tense

verb stem

+ **-kettago hada**

Past tense verb stem (see notes on forming past tense)	{	+ -attago hada + -öttago hada + -yöttago hada
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Tentative future tense verb stem ending in consonant	+ -ül körago hada
verb stem ending in vowel	+ -l körago hada

Examples:

mökta	möngnündago hada/mökkettago hada/mögöttago hada/ mögül körago hada
oda	ondago hada/ogettago hada/wattago hada/ol körago hada
karüch'ida	karüch'indago hada/karüch'igettago hada/karüch'yöttago hada/karüch'il körago hada

ii Descriptive verbs and itta

Present tense verb stem	+ -tago hada	
Future tense verb stem	+ -kettago hada	
Past tense verb stem (see notes on forming past tense)	{ + -attago hada + -ötago hada + -yötago hada	
Tentative future tense verb stem ending in consonant		+ -ül körago hada
verb stem ending in vowel		+ -l körago hada

Examples:

ssada	ssadago hada/ssagettago hada/ssattago hada/ssal körago hada
k'üda	k'üdago hada/k'ügettago hada/k'öttago hada/k'ül körago hada
itta	ittago hada/itkettago hada/issöttago hada/issül körago hada

iii ida

Present tense noun ending in consonant	+ -irago hada
noun ending in vowel	+ -rago hada

Future tense noun + -i/-ga	+ toegettago hada (form of toeda)
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Past tense noun	+ -iöttago hada
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Tentative future tense noun + -i/-ga	+ toel körago hada (form of toeda)
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Examples:

kabangirago hada/panjirago hada/ünhaengwön-i toegettago hada/
haksaengiöttago hada/üisa-ga toel körago hada

Patterns

Here is a list of the patterns which are introduced in this course. The endings listed are attached directly to the verb stem and the final verb is given where possible in its dictionary form (i.e. **poda**, **itta**). The number of the lesson in which the pattern is explained is given in brackets.

-a chuda	(36)	do for someone
-a poda	(19)	try to ..., give it a try
-a pon ir-i itta/öpta	(19)	have (not) done it before
-asó	(12)	reason, cause
-aya hada	(18)	must do, have to do
-chiman	(6)	but
-chiyo	(Test 1)	isn't that so?
-daga	(23)	interrupted action
-go sipa	(28)	want to ...
-go sip'öttön (noun)	(28)	(a thing I've) always wanted to ...
-gunyo!	(24)	exclamation
-jiman	(6)	but
-jiyo	(Test 1)	isn't that so?

-ko sipta	(28)	want to ...
-ko sip'öttön (noun)	(28)	(a thing I've) always wanted to ...
-kuno!	(24)	exclamation
-l kösida	(18)	will probably ...
-l köt katta	(27)	seems it will happen/be so
-l saenggagida	(32)	(be) thinking of doing
-l su itta/öpta	(9)	can do, is possible to do
-l ttae	(34)	when
-l t'endeyo	(40)	expect it will ...
-l yejöngida	(32)	plan to ..., be due to ...
-lkka hada	(16)	(be) thinking of doing
-lkkayo?	(8)	shall I/we ...? will it be ... (do you think)?
-myön	(23)	if, when
-n (noun)	(13)	noun modifier
-n chul alta/morüda	(34)	know/not know that ...
-n köt katta	(13)	seems to (be), seems to have (done)
-n p'yönida	(29)	(be) on the ... side, tend to (be) ...
-nayo?	(23)	polite question/expression of doubt
-nde	(16)	
-ndeyo	(12)	
-n'ga poda	(26)	seems to (be)
-n'gayo?	(22)	polite question/expression of doubt
-nikkayo	(32)	because
-nün (noun)	(13)	noun modifier
-nün chul alta/morüda	(34)	know/not know that ...
-nün ke öttöt'a	(40)	how would it be if ...?
-nün kös-i	(21)	-ing
-nün köt katta	(13)	seems to (be)
-nün köt-ppunida	(34)	(be) only (a matter of) ...
-nün p'yönida	(29)	(be) on the ... side, tend to (be) ...
-nünde	(16)	
-nündeyo	(12)	
-nün'ga poda	(26)	seems to (be)
-nün'gayo?	(22)	polite question/expression of doubt
-nün'gunyo!	(24)	exclamation
-ö chuda	(36)	do for someone
-ö poda	(19)	try to ..., give it a try
-ö pon ir-i itta/öpta	(19)	have (not) done it before

-ösö	(12)	reason, cause
-öya hada	(18)	must do, have to do
-ppunida	(35)	is only ...
-ryödön ch'amiötta	(36)	was just about to ...
-ryögo hada	(27)	intend to ...
-ryögöyo	(27)	
-taga	(23)	interrupted action
-ül kösida	(18)	will probably happen/be so
-ül köt katta	(27)	seems it will happen/be so
-ül saenggagida	(32)	(be) thinking of doing
-ül su itta/öpta	(9)	can do, is possible to do
-ül ttae	(34)	when
-ül t'endeyo	(40)	expect it will ...
-ül yejöngida	(32)	plan to ..., (be) due to ...
-ülkka hada	(16)	(be) thinking of doing
-ülkkayo?	(8)	shall I/we? will it be ... (do you think)?
-ümyön	(23)	if/when
-ün (noun)	(13)	noun modifier
-ün chul alta/morüda	(34)	know/not know that ...
-ün köt katta	(13)	seems to (be)
-ün p'yönida	(29)	(be) on the ... side, tend to (be) ...
-ünde	(16)	
-ündeyo	(12)	
-ün'ga poda	(26)	seems to (be)
-ün'gayo?	(22)	polite question/expression of doubt
-ünikkayo	(32)	because
-üryödön ch'amiötta	(36)	was just about to ...
-üryögo hada	(27)	intend to ...
-üryögöyo	(27)	
-yö chuda	(36)	do for someone
-yö poda	(19)	try to ..., give it a try
-yö pon ir-i itta/öpta	(19)	have (not) done it before
-yösö	(12)	reason, cause
-yöya hada	(18)	must do, have to do

C HONORIFIC AND HUMBLE LANGUAGE

Some nouns, verbs and other parts of speech in Korean are used to show respect for the person to whom or about whom one is speaking; they should not be used to refer to oneself. This is known as honorific language. Conversely, there are words which are only used when talking about oneself, to show deference. This is humble language. Below are listed the examples of honorific and humble language which are introduced in this course, with their plain (neutral) equivalents where appropriate.

Verbs

honorific			plain
<u>kyesida</u>	(4)	<i>be in a place</i>	<u>itta</u>
<u>chapsutta</u>	(7)	<i>eat/drink</i>	<u>mökta/masida</u>
<u>chäpsusida</u>	(7)	<i>eat/drink</i>	<u>mökta/masida</u>
<u>chumusida</u>	(7)	<i>sleep</i>	<u>chada</u>
<u>tüsida</u>	(7)	<i>eat/drink</i>	<u>mökta</u>
<u>tülta</u>	(10)	<i>eat/drink</i>	<u>mökta</u>
<u>p'yöñch'ant'a</u>	(12)	<i>be sore, unwell</i>	<u>ap'üda</u>
<u>malssüm-hada</u>	(38)	<i>speak, tell, say</i>	<u>mar-hada</u>

humble			plain
<u>poepta</u>	(7)	<i>see</i>	<u>poda</u>
<u>türida</u>	(8)	<i>give</i>	<u>chuda</u>

Nouns

honorific			plain	humble
<u>sönsaeng</u>	(4)	<i>Mr, Mrs, teacher etc.</i>		
<u>taek</u>	(11)	<i>house</i>	<u>chip</u>	
<u>puin</u>	(14)	<i>wife</i>		<u>uri chipsaram</u>
<u>ömönim</u>	(Test 3)	<i>mother</i>	<u>ömöni</u>	
<u>abönim</u>	(33)	<i>father</i>	<u>aböji</u>	
<u>pun</u>	(31)	<i>person</i>	<u>saram</u>	

Particles

honorific		plain
<u>-nim</u>	(4)	
<u>-kke</u>	(23)	<u>-ege/-hant'e</u>
<u>-kkesö</u>	(33)	<u>-i/-ga</u>

Honorific Infix

<u>-si-</u>	(1)
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D COUNTING

Cardinal numbers

Two sets of cardinal numbers are introduced in this course: the pure Korean numerals, and the Sino-Korean numerals which are derived from Chinese.

i Korean numerals (lesson 8)

The Korean numbers from 1 to 10 are as follows:

1	<u>hana</u>	or <u>han</u>	} These forms are used in front of some measure words.
2	<u>tul</u>	or <u>tu</u>	
3	<u>set (ses-)</u>	or <u>se</u>	
4	<u>net (nes-)</u>	or <u>ne</u>	
5	<u>tasöt (tasös-)</u>		
6	<u>yösöt (yösös-)</u>		
7	<u>ilgop (ilgob-)</u>		
8	<u>yödöl (yödölb-)</u>		
9	<u>ahop (ahob-)</u>		
10	<u>yöl (yör-)</u>		

The numbers 11 to 19 are made by combining the above numerals, for example:

12	<u>yöl + tu = yöltu</u>
19	<u>yöl + ahop = yörahop</u>

ii Sino-Korean numerals (lesson 18)

The Sino-Korean numbers are as follows:

1	il (ir-)
2	i
3	sam
4	sa
5	o
6	yuk (yug-)
7	ch'il (ch'ir-)
8	p'al (p'ar-)
9	ku
10	sip (sib-)
100	paek (paeg-)
1000	ch'ŏn
10,000	man

Other numbers are made by combining these:

20	isip	(2 10s)
60	yuksip	(6 10s)
85	p'alsibo	(8 10s + 5)
97	kusipch'il	(9 10s + 7)
130	paeksamsip	(100 + 3 10s)
472	sabaekch'ilsibi	(4 100s + 7 10s + 2)
1894	ch'ŏnp'albaekkusipsa	(1000 + 8 100s + 9 10s + 4)
38652	sammanp'alch'ŏnyukpaegosibi	(3 10,000s + 8 1000s + 6 100s + 5 10s + 2)

Measure words (lessons 8 and 31)

To count things or people in Korean, you use the following formula: noun + numeral + measure word. Each noun has its appropriate measure word, and some measure words are used with the Korean numerals while others are used with the Sino-Korean numerals. These must be learned as they appear. The measure words which are introduced in the course are listed below.

i Measure words with Korean numerals

chan	used for cups, glasses of ...
chang	used for thin, flat objects, e.g. sheets of paper, stamps etc.

kae	a general measure word used for counting items
kap	used to count packets of cigarettes
mari	used to count fish, animals etc.
pongji	used to count bags of things, e.g. sweets
pun	used to count people (honorific)
pyŏng	used for counting bottles
saram	general word for counting people
si	<i>o'clock</i> — used to tell the time
sigan	used to count hours

ii Measure words with Sino-Korean numerals

il	used to count days of the month
in	used to count people
pun	used to count minutes
wŏl	used to count and name the months of the year
wŏn	used for counting money

Telling the time

The hours (lesson 16) are counted with Korean numerals + **si** (*hour*). The minutes (lesson 18) are counted with Sino-Korean numerals + **pun** (*minute*).

2.35	tusi samsibobun	4.00	nesi
7.40	ilgopsi sasippun	11.15	yŏrhansi sibobun

The Korean for *half* is **pan** and this is used to express the half hour:

5.30	tasŏssiban
------	------------

To state the time, use the verb of identification **ida**:

hansiyeyo	<i>it's 1.00</i>
yŏsŏssibanimnida	<i>it's 6.30</i>

To state the time at which an event takes place (or took place), use the particle **-e**:

ilgopsi isippun-e	<i>at 7.20</i>
yŏltusi-e	<i>at 12.00</i>

The phrase **ojŏn** (*am*) or **ohu** (*pm*) may be placed in front of the time:

ohu tusi-e	<i>at 2.00 pm</i>
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To ask the time, use the question word **myöt** + **si** + the appropriate form of **ida**:

Myössiyeyo?

Myössimnikka?

Months and days

The Sino-Korean numerals are combined with the measure word **wöl** (*month*) to give the names of the months of the year.

January	ilwöl	July	ch'ilwöl
February	iwöl	August	p'alwöl
March	samwöl	September	kuwöl
April	sawöl	October	siwöl
May	owöl	November	sibilwöl
June	yuwöl	December	sibiwöl

Note that the words for June and October are slightly irregular. In rapid speech, the pronunciation of the **l** and **w** sounds together is more like **rwö** or **rö**, e.g. **ch'irwöl** or **ch'iröl**.

The days of the month (1st, 23rd etc.) are formed by combining the Sino-Korean numerals with the measure word **il** (*day*).

iwöl oil	<i>February 5th</i>	sawöl sibiil	<i>April 12th</i>
p'alwöl sipsail	<i>August 14th</i>	sibiwöl isimnyugil	<i>December 26th</i>

E SENTENCES

Word order (lesson 5)

In Korean the verb always comes at the end of the sentence. Broadly speaking, the order of items in a sentence is:

Topic — subject — time — place — object — adverb — verb.

Examples:

Chö-nün hakkyo-esö han'gungmar-ül paewöyo.

(topic) (place) (object) (verb)

I study Korean at school.

Kim sönsaeng-nim-ün yöngö-rül chal karüch'iseyo.

(topic) (object) (adverb) (verb)

Mr Kim teaches English well.

Punctuation

The only punctuation marks used in Korean that are not familiar to Europeans are the quotation marks **┌** **┐**.

Intonation

Intonation is the rise and fall of the voice when speaking. In Korean, the intonation usually falls at the end of a statement. In questions to which the expected answer is either 'yes' or 'no', the intonation usually rises at the end; in questions with question words (such as 'who?', 'what?', 'when?'), it usually falls. For example:

Hakkyo-e kaseyo?	(rising)	<i>Are you going to school?</i>
Towa chusigessöyo?	(rising)	<i>Will you help me?</i>
Ige mwöyeyo?	(falling)	<i>What's this?</i>
Ölmana kölljöyo?	(falling)	<i>How long does it take?</i>

Some questions can have two meanings, depending on the intonation used:

Ödi kaseyo?	(rising)	<i>Are you going somewhere?</i>
Ödi kaseyo?	(falling)	<i>Where are you going?</i>
Musün undong-ül haseyo?	(rising)	<i>Do you do some kind of sport?</i>
Musün undong-ül haseyo?	(falling)	<i>What kind of sport do you do?</i>

In questions ending with the **-chiyo?/-jiyo?** form, a rising intonation is common, even when there is a question word:

An-e innün ke mwöjiyo?	(rising)	<i>What is inside?</i>
Musün yoirijiyo?	(rising)	<i>What day of the week is it?</i>

You will notice that **aniyo** at the beginning of a sentence may be spoken with a rising or falling intonation.

You should listen very carefully to the intonation used by the speakers in the recordings, and also watch out when talking to Koreans for variations which may occur in the intonation they use.

Han'gŭl Wordlist

ㄱ
 -가 3
 가게 2
 가게주인 2
 가깝다 35
 가다 1
 가르치다 1
 가방 5
 가위 27
 가을 21
 가족 14
 가지다 28
 -간 T1
 갈비 17
 감리교 S
 감사하다 4
 감자 31
 갑 31
 값 9
 같다 14
 같이 14
 개 31
 개다 33
 거기 18
 거의 14
 절다 13
 절리다 18
 걸어 가다 18
 것 3
 게다가 32
 겨울 21
 경기장 23
 경마 21
 경마장 21
 경주 19
 경험 19
 계란 27
 계산기 27

게시다 4
 고기 27
 고맙다 6
 고속버스 25
 곧 33
 공무원 10
 공부하다 1
 과 1
 -과 14
 과일 3
 관광버스 25
 팬찮다 8
 교실 5
 교통 12
 교통편 39
 구 18
 구경을 하다 40
 구별하다 31
 구십 18
 구월 A
 국립 S
 퀘짜 S
 굴 24
 그 3
 그건 T1
 그걸 26
 그게 3
 그냥 23
 그 다음으로 17
 그래도 13
 그래요 15
 그러면 23
 그런 27
 그림 8
 그림요 28
 그렇게 18
 그렇다 11
 그렇지 않아도 15

그림 18
 그림엽서 9
 그만두다 29
 그저께 29
 근 31
 글썄 말이에요 33
 글피 29
 금 26
 금도금 26
 금반지 26
 금요일 29
 기념품 9
 기다리다 11
 기분 13
 기억 S
 기차 18
 길 23
 김 1
 김치 13
 깊이 S
 -께 23
 -께서 33
 꼭 28
 꽃 22
 꽤 9

ㄴ
 -나 16
 나무 37
 나쁘다 1
 낚시 21
 낚시터 23
 날 14
 날씨 12
 남녘 S
 낫다 13

내년 32
 내일 16
 냄새 24
 냉면 17
 너무 40
 낚 S
 네 1
 네거리 T1
 넷 8
 노래 34
 노래를 하다 34
 녹음기 27
 농구 T2
 놓다 37
 누구 27
 누나 27
 눈 33
 -는 3
 늦다 40
 니은 S
 -님 4

 ㄷ
 다 15
 다니다 7
 다르다 39
 다리 12
 다섯 8
 다음 23
 단골 19
 단어 21
 달력 37
 달리기 15
 달리기를 하다 15
 담배 2
 대답하다 1

 대사관 23
 대접 8
 대학교 34
 대화 1
 댁 11
 더 13
 더럽다 40
 덕분에 15
 -도 15
 도라지 24
 도서관 5
 도착하다 32
 독립 S
 독립문 S
 독서 21
 독일 37
 돈 25
 돌아가다 40
 옹 S
 돕다 36
 동사 1
 동생 27
 동전 31
 동해안 32
 되다 23
 두 8
 두번째로 17
 둘 8
 뒤 37
 드라이크리닝을
 하다 40
 드리다 8
 듣다 1
 -들 35
 드시다 7
 들다 10, 36
 들르다 36
 들어 가다 4

들어 오다 31
 등 12
 등기 37
 등산 19
 등산을 하다 19
 디글 S
 따라하다 1
 따로 따로 39
 딸 27
 딸기 3
 때 12
 떠나다 32
 떡 17
 또는 20
 똑바로 6

ㄹ
 -라고 하다 26
 라면 S
 -라니요 24
 -라도 34
 -로 6
 -를 5
 리을 S

ㄴ
 -마다 14
 마리 31
 마시다 5
 마음 28
 마음에 들다 28
 막 31
 막걸리 T4
 만 18

-만 11
 만나다 5
 만년필 22
 만두 19
 만두국 19
 만들다 15
 많다 1
 많이 13
 말 1
 말문기 9
 말쑥하다 38
 말하다 18
 맛 24
 맛이 없다 12
 맛이 있다 3
 맞다 1
 말기다 36
 맥주 5
 맵다 13
 머리 12
 먹다 5
 멀다 12
 며칠 35
 명동 16
 몇번 19
 모두 35
 모레 16
 모르다 34
 모양 24
 모습 S
 목 13
 목걸이 26
 목요일 29
 목욕을 하다 40
 무게 40
 무슨 14
 무엇 3
 문장 13

묻다 9
 물건 35
 물어보기 23
 물어보다 22
 뭐 3
 뭐 16
 뭘 5
 미국 19
 미스터 4
 미안하다 2
 미움 S
 민박하다 32
 민심 39
 밀 37

ㅂ
 바꾸다 13
 바다 T3
 바다낚시 21
 바로 24
 바쁘다 6
 바지 36
 박 5
 -박 35
 박물관 23
 박사 15
 밖 37
 반 18
 반지 26
 받다 10
 받침 S
 밭 25
 밟다 S
 밤 21
 밥 5
 방 39

 방문 4
 방향 23
 배 3
 배 12
 배 22
 배우다 1
 백 11
 백 18
 백화점 9
 버섯 24
 변화시키다 1
 별로 9
 병 13
 병 31
 병원 12
 보기 1
 보내다 37
 보다 1
 -보다 22
 보이다 23
 보통 37
 복숭아 24
 복습 5
 복잡하다 22
 본인의 이름 7
 봄 21
 봉지 31
 봉투 2
 뵈다 7
 부르다 36
 부모님 27
 부산 22
 부인 11
 부치다 36
 부탁 36
 부탁하다 36
 -부터 12
 분 18

분 31
 분식 19
 불고기 17
 불란서 37
 비 13
 비결 34
 비다 39
 비빔밥 20
 비싸다 1
 비읍 S
 비행기 22
 빈대떡 19
 빌리다 36
 빠르다 13
 빨리 13
 빵 23
 빠스 5
 빠스토콘 31
 빠스토 36
 -뿐만 아니라 24
 -뿐이다 34

ㅅ

사 18
 사과 3
 사기 27
 사냥 21
 사다 5
 사람 T1
 사무실 1
 사물노리 S
 사십 18
 사월 A
 사장 4
 사진 16
 사진기 27

사탕 17
 산 32
 산나물 32
 살라드 39
 삶 S
 삼 18
 삼십 18
 삼월 A
 새 T4
 새벽 21
 생각 32
 생선 31
 생선회 17
 생일 28
 -서 18
 서류 37
 서명하다 38
 서울 22
 서투르다 34
 선물 27
 선생 4
 선편 37
 설농탕집 20
 설명을 하다 36
 설악산 32
 성냥 2
 성립 S
 세탁소 36
 세탁을 하다 38
 셋 8
 소개 7
 소유격 35
 소주 19
 소포 37
 손 13
 속 37
 수박 3
 수영 14

수영을 하다 14
 수영장 16
 수요일 29
 수저 26
 슈퍼마켓 36
 수포 40
 숙박료 39
 숙소 32
 숙제 5
 숙제를 하다 5
 쉽다 6
 스파켓티 17
 스테이크 17
 승진 30
 -시 16
 시간 12
 시계 26
 시골 32
 시금치 17
 시내 16
 시옷 S
 지원하다 32
 시월 A
 시작 1
 시장 9
 시장보기 31
 시험 T1
 식구 35
 식당 6
 식료품 35
 식사 16
 신라 S
 신문 25
 신호등 23
 실육 6
 실례하다 4
 싫다 S
 싫어하다 17

심리학 S
 심하다 13
 십 18
 십륙 6
 십리 S
 십이월 A
 십일월 A
 싱싱하다 31
 싹다 28
 싸다 9
 쌍기역 S
 쌍디글 S
 쌍비읍 S
 쌍시옷 S
 쌍지읒 S
 써넣다 1
 쓰다 5
 쓰다 39
 쓰레기 37
 쓰레기통 37
 -씩 31

아

아 15
 아니 28
 아니다 1
 아니요 1
 아들 27
 아래 37
 아버지 33
 아버지 27
 아저씨 27
 아주 3
 아주머니 27
 아직 16
 아직도 13

아침 12
 아프다 12
 아홉 8
 안 37
 안내원 6
 안녕하다 1
 앓다 10
 앓다 9
 알다 19
 알아보다 39
 앞 37

야

야채 S
 약 13
 약속 16
 양 4
 양말 35
 양식 17
 얘기 S

어

어느 19
 어디 1
 어떤 T2
 어떻게 12
 어떻다 9
 어렵다 1
 어리다 34
 어머니 27
 어머님 T3
 어서 2
 어제밤 12
 어젯밤 12

어휘 S
 억양 S
 언니 23
 언제 12
 얼마 31
 얼마나 18
 없다 1
 -에 1
 -에게 23
 -에서 2
 -에 따라 39
 -엘 19
 엘리베이터 6

여

여관 32
 여권 38
 여기 18
 여덟 8
 여러가지 22
 여름 21
 여보세요 2
 여섯 8
 여행 15
 여행을 가다 15
 여행자수표 38
 역시.....
 그만이지요 21
 연결하다 21
 연습 1
 연습하다 10
 연필 20
 열 8
 열두 16
 열심히 T3
 열한 16

영국 37
영어 5
영화 8
옆 37
예쁘다 22
예정 32

오

오 9
오늘 13
오다 1
오래간만입니다 15
오른쪽 6
오바 40
오빠 27
오십 18
오전 16
오후 16
오월 A
온돌방 39
옷 8
-와 14
왜 16
왜요 S
외과 S
왼쪽 6

요

요일 29
요즘 15
요즈음 T2

우

우리 14
우리 집사람 14
우유 10
우체국 9
우표 9
운동 14
운동을 하다 14
운전 34
운전을 하다 34
원 31
월 31
월요일 29
웬 28
위 37
위문 S

유

유리 S
유월 A
유행이다 T2
육 18
육십 18

으

-으로 6
은 26
-은 3
은도금 26
은목걸이 26
은수저 26
은행 7
은행원 7
-을 5

음료수 35
음식 13
의 35
의사 4
의자 37

이

이 1
이 3
이 18
-이 3
이건 3
이걸 26
이게 3
-이나 16
이다 1
-이라고 하다 26
-이라니요 24
-이라도 34
이렇다 33
이십 18
이야기하다 T2
이월 A
인 31
이응 S
이중모음 S
이중자음 S
인사 1
인삼차 8
-인용 39
일 12
일 18
일 31
일곱 8
일기 예보 33
일본 37

일요일 21
일월 A
일하다 5
읽다 1
있다 1

즈

자 27
자기 7
자다 5
자동차 35
자음 S
자주 19
자전거 14
작년 32
작다 6
잔 8
잔돈 38
잘 1
잠 5
잠깐 11
잡수시다 7
잡숫다 7
잡지 36
장 31
재미없다 T2
재미있다 7
저 3
저 7
저 23
저건 3
저걸 26
저게 3
저기 18
저녁 12
저런 27

저울 37
전 10
전골 17
전자게임 27
전화 6
점심 12
접시 40
정구 T2
정구를 치다 34
정구장 29
정도 12
정말 28
제 1
제 20
제 21
제일 17
조 11
졸업 28
좀 13
종류 39
종이 24
좋다 1
좋아하다 13
쪼깁 14
쪼깁을 하다 14
주다 23
주말 14
주무시다 7
-중 17
중학교 34
쥬우스 8
지갑 27
지금 31
지리산 21
-지만 6
지배인 39
지붕 T4
-지 않다 9

지우개 27
지웃 S
지폐 31
지하철 13
직원 37
진눈깨비 33
질문하다 2
짐 36
집 1
짜다 T2
짜리 31
쭉 23
쭉 23
쭈 35
쩍다 16

츠

참외 3
창 37
창문 37
책 5
책방 36
책상 37
처음 7
천 18
천만예요 6
청량리 S
축하하다 30
춡다 33
취미 21
치다 34
치마 32
치웃 S
친구 5
철 18
철십 18

칠월 A
침대방 39

ㄱ
카메라 27
칼 27
커피 8
콜라 17
크기 39
크다 1
키 29
키움 S

ㄷ
타다 5
탁상일기 28
택시 18
토요일 21
특별하다 34
특산물 24
티을 S

ㄷ
파인애플 24
파전 17
팔 12
팔 18
팔다 6
팔십 18
팔월 A
펼 17
편리하다 22

편 29
편지 16
편찮다 12
편하다 13
포도 24
폴다 28
피아노 34
피아노를 치다 34
피움 S
필요하다 39

ㅎ
—하고 24
하나 8
하다 5
학교 1
학생 7
한 8
한.....썸 18
한가하다 29
한국 32
한국말 5
한글 5
한때 33
한라산 S
한복 26
한식 17
한식집 19
한 턱 내다 20
한테 23
할 수 없죠 40
훤다 S
합리 S
항공편 37
해 14
해산물 32

할머니 27
할아버지 27
햄버그 17
향수 27
현금 38
형 27
호텔 12
혼자 14
홍차 8
화식 17
화요일 29
화장실 6
화장품 27
환금 38
회사 7
회사원 7
흐리다 33
히움 S
힘들다 33

Romanized Wordlist

Romanized Wordlist

Romanized Wordlist

a

a 15
 abōji 27
 abōnim 33
 ach'im 12
 adūl (adūr-) 27
 ahop (ahob-) 8
 ajik 16
 ajik-to 13
 ajōssi 27
 aju 3
 ajumōni 27
 alta 19
 an 37
 ani 28
 anida 1
 aniyo 1
 annaewōn 6
 annyōng-hada 1
 anta 10
 ant'a 9
 ap (ap'-) 37
 ap'ūda 12
 ara poda 39
 arae 37

b

-bak (-bag-) 35
 -boda 22
 -but'o 12

ch

cha 27
 chada 5
 chadongch'a 35
 chaemi itta 7

chaemi ōpta T2

chagi 7
 chajōn'gō 14
 chaju 19
 chakta 6
 chal 1
 cham 5
 chamkkan 11
 chan 8
 chandon 38
 chang 31
 chapchi 36
 chapsutta
 /chapsusida 7
 chaūm S
 che- 1
 che 20
 che 21
 cheil 17
 -chi ant'a 9
 chibaein 39
 chibung T4
 chigap (chigab-) 27
 chigūm 31
 chigwōn 37
 chihach'ōl
 (chihach'ōr-) 13
 chilmun-hada 2
 chim 36
 -chiman 6
 chinnunkkaebi 33
 chip (chib-) 1
 chip'ye 31
 chirisan 21
 chiugae 27
 chiūt (chiūj-) S
 chō 3
 chō 7

chō 23
 cho 11
 choa-hada 13
 chōge 3
 chōgi 18
 chōgōl 26
 chōgōn 3
 chom 13
 chōmsim 12
 chōn 10
 chōngdo 12
 chōnggu T2
 chōnggugang 29
 chōnggu-rūl ch'ida 34
 chongi 24
 chōngmal
 (chōngmar-) 28
 chongnyu 39
 chōn'gol (chōn'gor-) 17
 chōnhwa 6
 chōnjageim 27
 chōnyōk (chōnyōg-) 12
 chōpsi 40
 chorōp (chorōb-) 28
 chot'a 1
 chōul (chōur-) 37
 chuda 23
 chumal (chumar-) 14
 chumusida 7
 -chung 17
 chunghakkyo 34
 chyoging 14
 chyoging-ūl hada 14
 chyusū 8

ch'

ch'aek (ch'aeg-) 5

ch'aekpang 36
 ch'aeksang 37
 ch'amwoe 3
 ch'ang 37
 ch'angmun 37
 ch'ida 34
 ch'il (ch'ir-) 18
 ch'ilsip (ch'isib-) 18
 ch'ilwöl (ch'ilwör-) **A**
 ch'ima 32
 ch'imdaebang 39
 ch'in'gu 5
 ch'iüt (ch'iuch'-) **S**
 ch'ön 18
 ch'öngnyangni **S**
 ch'önmaneyo 6
 ch'öüm 7
 ch'ukha-hada 30
 ch'upta 33
 ch'uimi 21

d
 -do 15
 -dül (-dür-) 35

e
 -e 1
 -ege 23
 -el 19
 ellibeit'ö 6
 -esö 2
 -ettara 39

g
 -ga 3

gwa 1
 -gwa 14
h
 hada 5
 hae 14
 haembögö 17
 haesanmul
 (haesanmur-) 32

-hago 24
 hakkyo 1
 haksang 7
 hal su öp'cho 40
 hallasan **S**
 halmöni 27
 halta **S**
 hamni **S**
 han 8
 han...tchüm 18
 hana 8

hanbok (hanbog-) 26
 han'ga-hada 29
 hanggongp'yön 37
 han'guk (han'gug-) 32
 han'gül (han'gür-) 5
 han'gungmal

(han'gungmar-) 5

hansik (hansig-) 17

hansikchip
 (hansikchib-) 19

-hant'e 23

hant'ök naeda 20

hanttae 33

haraböji 27

himdülta 33

hiüt **S**

hoesa 7

hoesawön 7
 hongch'a 8
 honja 14
 hot'el (hot'er-) 12
 hürida 33
 hwajangp'um 27
 hwajangsil
 (hwajangsir-) 6
 hwan'güm 38
 hwasik (hwasig-) 17
 hwayoil (hwayoir-) 29
 hyangsu 27
 hyöng 27
 hyön'güm 38

i

i 3

i 18

-i 3

ida 1

ige 3

igöl 26

igön 3

ijungjaüm **S**

ijungmoüm **S**

ikta 1

il (ir-) 12

il (ir-) 18

il (ir-) 31

ilbon 37

ilgop (ilgob-) 8

ilgi yebo 33

ilwöl (ilwör-) **A**

in 31

-ina 16

insa 1

insamch'a 8

-inyong 39
 -irado 34
 -irago hada 26
 -iraniyo 24
 ir-hada 5
 iröt'a 33
 iryoil (iryoir-) 21
 isip (isib-) 18
 itta 1
 iüng **S**
 iwöl (iwör-) **A**
 iyagi-hada **T2**

j

-ji ant'a 9

-jiman 6

-jung 17

k

kabang 5

kach'i 14

kada 1

kae 31

kaeda 33

kage 2

kage chuin 2

kajida 28

kajok (kajog-) 14

kakkapta 35

kalbi 17

kamja 31

kamnigyo **S**

kamsa-hada 4

kap (kaps-) 9

kap (kab-) 31

karüch'ida 1

katta 13
 kaül (kaür-) 21
 kawi 27
 kedaga 32
 kibun 13
 kich'a 18
 kidarida 11
 kil (kir-) 23
 kim 1
 kimch'i 13
 kinyömp'um 9
 kip'i **S**

kiyök (kiyög-) **S**

-kke 23

-kkesö 33

kkok 28

kkot (kkoch-) 22

kkwae 9

kögi 18

kogi 27

köllita 18

költa 19

komapta 6

kongbu-hada 1

kongmuwön 10

körö kada 18

kosok ppösü 25

köt (kö-) 3

kot 33

köüi 14

kü 3

ku 18

kubyör-hada 31

küdaüm-üro 17

küge 3

kügöl 26

kügön **T1**

kugyöng-ül hada 40

küjökke 29
 külp'i 29
 külssemariyeyo 33
 küm 26
 kümanduda 29
 kümbanji 26
 kümdogüm 26
 kümnyön 32
 kümyoil (kümyoir-) 29
 kün 31
 kungnip (kungnib-) **S**
 künyang 23
 küraedo 13
 küraeyo 15
 kürim 18
 kürimyöpsö 9
 küröch'i anado 15
 kürök'e 18
 küröm 8
 kürömyo 28
 kürömyön 23
 kürön 27
 küröt'a 11
 kusip (kusib-) 18
 kuwöl (kuwör-) **A**
 kwa 1
 -kwa 14
 kwaench'ant'a 8
 kwail (kwair-) 3
 kwan'gwangppösü 25
 kwetchak **S**
 kyeran 27
 kyesan'gi 27
 kyesida 4
 kyönggijang 23
 kyönghöm 19
 kyöngju 19
 kyöngma 21

kyōngmajang 21
 kyosil (kyosir-) 5
 kyot'ong 12
 kyot'ongp'yōn 39
 kyūul (kyūr-) 21
 kyul (kyur-) 24

k'

k'al (k'ar-) 27
 k'amera 27
 k'i 29
 k'iūk (k'iūk'-) S
 k'olla 17
 k'ōp'i 8
 k'ūda 1
 k'ūgi 39

l

lamyōn S
 liūl S

m

-mada 14
 maekchu 5
 maepa 13
 mak 31
 makkōlli T4
 mal (mar-) 1
 mal mutki 9
 malssūm-hada 38
 man 11
 man 18
 mandu 19

manduguk
 (mandugug-) 19
 mandūlta 15
 mani 13
 mannada 5
 mannyōnp'il
 (mannyōnp'ir-) 22

mant'a 1
 mar-hada 18
 mari 31
 mas-i itta 3
 mas-i ōpta 12
 masida 5
 mat (mas-) 24
 matkida 36
 matta 1
 maūm 28
 maūm-e tūlta 28

mian-hada 2
 miguk (migug-) 19
 minbak-hada 32
 minsim 39
 misūt'ō 4
 mit (mit'-) 37
 miūm S
 modu 35
 mogyog-ūl hada 40
 mogyoil (mogyoir-) 29
 mok (mog-) 13
 mōkkōri 26
 mōkta 5
 mōlta 12
 more 16
 mōri 12
 morūda 34
 moūm S
 moyang 24
 muge 40

mulgōn 35
 munjang 13
 muōt (muōs-) 3
 murō poda 23
 murō pogi 23
 musūn 14
 mutta 9
 mwō 3
 mwō 16
 mwōl 5
 myōch'il
 (myōch'ir-) 35
 myōngdong 16
 myōtpōn 19

n

-na 16
 naeil (naeir-) 16
 naengmyōn 17
 naemsae 24
 nakksi 21
 nakksit'ō 23
 nal (nar-) 14
 nalssi 12
 namu 37
 namnyōk S
 nappūda 1
 natta 13
 ne 1
 negōri T1
 net (nes-) 8
 -nim 4
 niūn S
 nogūmgi 27
 nōk (nōks-) S
 nōmu 40
 nonggu T2

norae 34
 norae-rūl hada 34
 not'a 37
 nugu 27
 -nūn 3
 nun 33
 nuna 27
 nūtta 40

o

o 18
 oba 40
 ōch'ap'i S
 oda 1
 ōdi 1
 oentchok (oentchog-) 6
 ōje 12
 ōjebam 12
 ōjōn 16
 ohu 16
 ōlma 31
 ōlmana 18
 ōmōni 27
 ōmōnim T3
 ondolbang 39
 ōnje 12
 ōnni 23
 ōnū 19
 onūl (onūr-) 13
 oppa 27
 ōpta 1
 oraeganmanimnida
 15
 ōrida 34
 orūntchok
 (orūntchog-) 6
 ōryōpta 1

osip (osib-) 18
 ōsō 2
 ot (os-) 9
 ōtchōmyōn S
 ōttōk'e 12
 ōttōn T2
 ōttōt'a 9
 owōl (owōr-) A

p

pada T3
 padanakksi 21
 pae 3
 pae 12
 pae 22
 paek 11
 paek (paeg-) 18
 paekhwajōm 9
 paeuda 1
 paji 36
 pak 5
 -pak (-pag-) 35
 pakk 37
 pakkuda 13
 paksa 15
 pal (par-) 25
 pam 21
 pan 18
 pang 39
 panghyang 23
 pangmulgwan 23
 pangmun 4
 panji 26
 pap (pab-) 5
 pappūda 6
 papta S
 paro 24

patch'im S
 patta 10
 pi 13
 pibimbap (pibimbab-) 20
 pida 39
 pigyōl (pigyōr-) 34
 pihaenggi 22
 pillida 36
 pindaettōk
 (pindaettōg-) 19
 pissada 1
 piūp (piūb-) S
 poda 1
 -poda 22
 poepta 7
 pogi 1
 poida 23
 pokchap-hada 22
 poksunga 24
 poksūp (poksūb-) 5
 pom 21
 ponaeda 37
 pongji 31
 pongt'u 2
 ponin-ūi irūm 7
 pōsōt (pōsōs-) 24
 pot'ong 37
 ppalli 13
 ppang 23
 pparūda 13
 ppōsū 5
 ppōsūp'yo 36
 ppōsū t'ok'ūn 31
 -ppunida 34
 -ppunman anira 24
 puch'ida 36
 puin 11
 pulgogi 17

pullansö 37
 pumonim 27
 pun 18
 pun 31
 punsikchip 19
 purüda 36
 pusan 22
 put'ak(put'ag-) 36
 put'ak-hada 36
 pyöllo 9
 pyöng 13
 pyöng 31
 pyöngwön 12
 pyönhwa-sik'ida 1

p'

p'ainaep'ül
 (p'ainaep'ür-) 24
 p'ajön 17
 p'al(p'ar-) 12
 p'al(p'ar-) 18
 p'alsip(p'alsib-) 18
 p'alta 6
 p'alwöl(p'alwör-) A
 p'iano 34
 p'iano-rül ch'ida 34
 p'iryo-hada 39
 p'iüp(p'iüb-) S
 p'odo 24
 p'ök 17
 p'ulta 28
 p'yölli-hada 22
 p'yön 29
 p'yönch'ant'a 12
 p'yön-hada 13
 p'yönji 16

r

-rado 34
 -rago hada 26
 -raniyo 24
 -ro 6
 -rül 5

s

sa 18
 sada 5
 sae T4
 saebyök(saeböyg-) 21
 saenggak
 (saenggag-) 32
 saengil(saengir-) 28
 saengsön 31
 saengsönhoe 17
 sagi 27
 sagwa 3
 sajang 4
 sajin 16
 sajin'gi 27
 salladü 39
 sam(salm) S
 sam 18
 samsip(samsib-) 18
 samullori S
 samusil(samusir-) 1
 samwöl(samwör-) A
 san 32
 sannamul
 (sannamur-) 32
 sanyang 21
 saram T1
 sasip(sasib-) 18
 sat'arg 17
 sawöl(sawör-) A

set(ses-) 8
 set'ag-ül hada 38
 set'akso 36
 shwipta 6
 -si 16
 sibiwöl(sibiwör-) A
 sibilwöl(sibilwör-) A
 sigan 12
 sigol(sigor-) 32
 sigümch'i 17
 sigye 26
 sihöm T1
 sijak(sijag-) 1
 sijang 9
 sijang pogi 31
 sikku 35
 siksa 16
 siktang 6
 silla S
 sillye 6
 sillye-hada 4
 silt'a S
 sim-hada 13
 simni S
 simnihak
 (simnihag-) S
 sinae 16
 singnyop'um 35
 singsing-hada 31
 sinhodüng 23
 sinmun 25
 siot(sios-) 5
 sip(sib-) 18
 sipta 28
 sirö-hada 17
 siwöl(siwör-) A
 siwön-hada 32
 -sö 18

sogae 7
 soju 19
 sok(sog-) 37
 söllongt'angjip
 (söllongt'angjib-) 20
 sölmöng-ül hada 36
 sömöng-hada 38
 son 13
 söngnip(söngnib-) S
 söngnyang 2
 sönmul(sönmur-) 27
 sönp'yön 37
 sönsaeng 4
 sop'o 37
 söraksan 32
 söryu 37
 söt'urüda 34
 söul(söur-) 22
 soyugyök
 (soyugyög-) 35
 ssada 9
 ssang chiüt
 (ssang chiüj-) S
 ssang kiyök
 (ssang kiyög-) S
 ssang piüp
 (ssang piüb-) S
 ssang siot
 (ssang sios-) S
 ssang tigüt
 (ssang tigüd-) S
 -ssik (-ssig-) 31
 ssö not'a 1
 ssüda 5
 ssüda 39
 ssüregi 37
 ssüregit'ong 37
 subak(subag-) 3

sujö 26
 sukche 5
 sukche-rül hada 5
 sukpanngyo 39
 sukso 32
 süngjin 30
 süp'agett'i 17
 sup'ömak'et
 (sup'ömak'es-) 36
 sup'yo 40
 süt'eik'ü 17
 suyoil(suyoir-) 29
 suyöng 14
 suyöngjang 16
 suyöng-ül hada 14

t

ta 15
 taedap-hada 1
 taehakkyo 34
 taehwa 1
 taejöp(taejöb-) 8
 taek(taeg-) 11
 taesagwan 23
 talligi 15
 talligi-rül hada 15
 tallyök(tallyög-) 37
 tambae 2
 tan'gol(tan'gor-) 19
 tanida 7
 tanö 21
 tari 12
 tarüda 39
 tasöt(tasös-) 8
 taüm 23
 tchada T2
 tchhari 31

tchikta 16
 tchok(tchog-) 23
 tchuk 23
 tchüm 35
 tigüt(tigüd-) S
 tö 13
 -to 15
 toch'ak-hada 32
 toeda 23
 togil(togir-) 37
 tökpun 15
 toksö 21
 tol(tols-) S
 ton 25
 tonghaean 32
 tongjön 31
 tongnimmun S
 tongnip(tongnib-) S
 tongsä 1
 tongsäeng 27
 topta 36
 toraji 24
 tora kada 40
 töröpta 40
 tosögwan 5
 ttae 12
 ttal(ttär-) 27
 ttalgi 3
 ttara-hada 1
 ttaro 39
 ttök(ttög-) 17
 ttokparo 6
 ttönada 32
 ttonün 20
 tu 8
 tubönchae-ro 17
 -tül(-tür-) 35
 tul(tur-) 8

tüllüda 10
 tülta 10, 36
 tüng 12
 tünggi 37
 tungsan 19
 tungsan-ül hada 19
 turaik'ürining-ül
 hada 40
 türida 8
 türögada 4
 türöda 31
 tüsida 7
 tütta 1
 twi 37

t'
 t'ada 5
 t'aeksi 18
 t'aksangilgi 28
 t'iüt(t'iüt'-) S
 t'ükyör-hada 34
 t'oyoil(t'oyoir-) 21
 t'üksanmul
 (t'üksanmur-) 24

u
 uch'eguk(uch'egug-) 9
 -üi 35
 üija 37
 üisa 4
 -ül 5
 ümnyosu 35
 ümsik(ümsig-) 13
 ün 26
 -ün 3
 ündogüm 26

undong 14
 undong-ül hada 14
 ünhaeng 7
 ünhaengwön 7
 unjön 34
 unjön-ül hada 34
 ünmoikköri 26
 ünsujö 26
 up'yo 9
 uri 14
 uri chipsaram 14
 -üro 6
 uyu 10

w
 -wa 14
 wae 16
 waeyo S
 wen 28
 wi 37
 wimun S
 woegwa S
 wöl(wör-) 31
 wön 31
 wöryoil(wöryoir-) 29

y
 yach'ae S
 yaegi S
 yak(yag-) 13
 yaksok(yaksog-) 16
 yang 4
 yangmal(yangmar-) 35
 yangsik(yangsig-) 17
 yejöng 32
 yeppüda 22

yi 1
 yöboseyo 2
 yödöl(yödölb-) 8
 yögi 18
 yöguan 32
 yögwön 38
 yöhaeng 15
 yöhaengjasup'yo 38
 yöhaeng-ül kada 15
 yoi(yoir-) 29
 yojüm 15
 yojüüm T2
 yöksi...kümanijiyo 21
 yöl(yör-) 8
 yölsim-hi T3
 yöltu 16
 yöngguk(yönggug-) 37
 yönghwa 8
 yöngö 5
 yön'györ-hada 21
 yön'p'il(yönp'ir-) 20
 yönsüp(yönsüb-) 1
 yönsüp-hada 10
 yöp(yöp-) 37
 yöghan 16
 yörgaji 22
 yörum 21
 yöstö(yösös-) 8
 yuhaengida T2
 yuk(yug-) 18
 yuksip(yuksib-) 18
 yuri S
 yuwöl(yuwör-) A